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ABSTRACT

The document contains 56 activities for Grade 9. The contents include the following areas: questions about the future; job seeking activities and guidelines; career games; a personal interest check list; unit guides for courses in World of Work (55 pages), and Career Educational Planning (40 pages) which include objectives, activities, evaluation, and resources; worksheets for group tasks, occupational information research, guest speaker evaluation, field trip information, and parent interviews; a paper on work experiences of migrant harvesters; learning package on understanding the career cluster concept with teacher information; 14 diagrams showing related occupations based on interest and ability; career preparation suggestions in air transportation, tourism, school career education programs, general occupations, career choice, career planning, environment, sports, career conflicts, geography, food service, horticulture, color skills, recording, career opportunities, legal system, and personal responsibilities; a 30-page unit on career exploration activities in the field of magazine publication; and a precourse student survey. (EC)

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Occupational Exploration at Ontario Junior High School 9th Grade

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FEB 20 1976

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Appendix 15

ME: AT AGE 25

Name_____

All people think ahead to what might be for them in the future. Much of their dreams never happen but often the dreams lead to plans and happenings. Think seriously and write short essays after each section below. Pretend you are 25 years old. Take a look at yourself as you might be then. If not enough space is provided to write use the back of this sheet or another sheet or paper.

Name a job that you think you might be doing. Don't say you "don't know," of course you don't <u>really</u> know but pick something. Tell what you do on this job, what kinds of people do you work with (if any), what do you like about your work, what don't you like. Are you tired when you get home? What did you have to do to prepare for your job? What is your income? What kind of a worker are you? Try to be fairly accurate in your answers. If you tell me you are going to be a librarian making a million dollars a year I will doubt seriously that you have thought very far. Find out how much a person makes who has the job you chose. Be realistic.

Look at yourself "at home" at age 25. Where do you live? What is it like at home? What is your house like? Are you married? Children? Pets? If you have children how are you raising them? What are you doing that your parents did right or wrong? What are your friends like?

(Appendix 15 - continued)

No one works all of the time. What do you do for recreation? What are your avocations? Do you attend meetings often? What organizations do you belong to? Do you like sports, music, etc.?

What do you believe in as a person? What are the worst problems our world must face? What things really bother you about these problems? What do you feel has to be done? What are you prepared to do yourself to help? (Note: By the time you are 25 the world's problems may be very different from those of today but pretend they are the same as today.)

Think even farther ahead--age 35. Are you different from you at age 25? What is different? Why?

(Appendix 15 - continued)

You have written a great deal about how you see yourself in the future. Now answer the following:

Are you now on the way to what you see for yourself in the future? List three things that are helping you to get what you want for yourself. If you are not on your way, why not? What things are going to keep you from it?

Appendix 27

G.I.T. Inc. Employment Test

Name Position applying for Date / /

This test is designed to help place you in a job that best fits your personal abilities. Record the answers to the following questions by darkening in the proper box in the right-hand column of each page. Study the following example:

Example	Answer
How many hours are in a day? (a) 18 (b) 20 (c) 24 (d) 30	1. (a) (b) ■ (d)

Spelling

1. a) athalete b) athelete	c) athlete d) none of these	1. (a) (b) (c) (d)
2. a) beleeve b) believe	c) beleave d) none of these	2. (a) (b) (c) (d)
3. a) persistant b) persisstent	c) persisstant d) none of these	3. (a) (b) (c) (d)
4. a) occupation b) occuppation	c)occupatian d) none of these	4. (a) (b) (c) (d)
5. a) seperete b) seperate	c) separate d) none of these	5. (a) (b) (c) (d)

Penmanship

Rewrite the following paragraph in your own handwriting:

"Federal law and a majority of state laws prohibit discrimination in employment because of age, sex, race, color, religion, and national origin."

Reading for Accuracy

On the following page is a description of a commercial photographer's job. Answer the questions below from your reading:

1. Name of job _____

2. How much does an experienced worker make a week? _____

3. Name 4 high school courses that would help a person in this job.

_____ _____

_____ _____

(Appendix 27 - continued)

4. Name 2 jobs a beginner often does in photography.

_____ _____

5. Name 2 bad things about working in a darkroom.

_____ _____

6. How many years of formal education is usually recommended for this job?

_____

7. Where in the Eastern Kodak Co.? _____

CAREER SUMMARY*

Photographer, Commercial

Duties:

The Commercial Photographer photographs buildings, interiors, groups, banquets, store windows, merchandise of all kinds, machinery, materials for catalogs and other advertising pieces, etc.

In a small studio, he may do all of the following duties, while in a large studio each different process may be done by a specialist.

He arranges articles, poses models, etc., adjusts lighting, prepares backgrounds, selects the proper lens and time exposure, places the camera in correct position, loads the film, focuses the camera, and snaps the shutter.

He may mix the developer, immerse the film for the required time, transfer it to a liquid fixer for a predetermined time, place the film in a tank of water to wash, and then hang it up to dry. He may retouch the negative or give it to a retoucher.

The Photographer is then ready to make prints. He may enlarge, reduce, or intensify areas, or print it as it is. He places the negative in a projector or directly onto sensitized paper, exposes it to light for the proper time, and then places the paper in a developing solution until the picture on the print is clear. He then fixes the print and rinses it in water. He may retouch the photograph after it dries or pass it on to a finisher. He may also mount the photograph in a frame.

Beginners often start as laboratory assistants or as cameramen's helpers.

Working Conditions:

The work of the Commercial Photographer is done under varying conditions. He may work in a pleasant studio, out-of-doors, or in various shops, stores, or factories. The developing and printing is done in a darkroom which is sometimes humid and filled with chemical odors, although generally it is well ventilated.

Overtime and working at odd hours may be required. It is also necessary at times to work evenings and weekends taking pictures in establishments when the normal business of the day is not in progress.

Personal Qualifications:

Artistic ability, imagination, and originality are essentials for the Commercial Photographer. In addition, he should have a keen interest in photography, be persevering, and have a liking for detail. He should have a sense of dimension, depth, color perception, and balance.

A small percentage of Commercial Photographers are women.

Education and Training:

After high school graduation, the Commercial Photographer aspirant can obtain the desired background in several ways. On-the-job training, accompanied by considerable reading and studying is a possibility. However, the best background can be obtained through two or more years of practical experience working with a good Photographer.

Proper formal education is available in technical schools, junior colleges, and four-year colleges. Eastman Kodak Company, Rochester, New York, has a free

(Appendix 27 - continued)

publication, "A Survey of Photographic Instruction", which contains the names and addresses of over 350 technical schools and junior and senior colleges that offer basic and specialized photography courses. About 35 of these offer from 2 to 10 hours of commercial photography. In the technical schools and junior colleges, one may enter as a regular student, if the applicant does not want a degree program in the senior colleges, he can enter most of them as a special student and take only the photography courses. The following schools from this list offer five or more credit hours of courses in commercial photography: California: Art Center College of Design, 3553 W. Third St., Los Angeles; City College of San Francisco; Laney C., Oakland; L.A. City C., Los Angeles; L.A. Trade Tech. C., 400 W. Washington Blvd., Los Angeles; Orange Coast C., Costa Mesa; Santa Barbara City C., Santa Barbara; New York: Fashion Inst. of Tech. 227 W. 27th St., N.Y.; Rochester Inst. of Tech., Box 3408, Rochester; Texas: Sam Houston St. C., Huntsville; Washington: Everett Comm. C., Everett.

A second list in the above directory gives the names of schools offering certificates, associate degrees, and bachelor degrees in photography.

Earnings and Hours:

Salaries of Photographers depend largely upon the locality, the size of the establishment in which the Photographer works, and his experience. According to the Professional Photographers of America, Inc., beginning salaries of those with special education but with no experience range from $85 to $100 per week. With experience, Photographers earn from $100 to $150 a week. When self-employed, they can earn from a bare existence to as much as $15,000 a year.

The usual eight-hour day, five-day week prevails in most establishments, but the hours most Commercial Photographers work are governed by the need of each particular assignment.

While in High School:

The recommended high school courses for the Commercial Photographer aspirant are algebra, geometry, chemistry, and art. If he plans to have his own business, typing and bookkeeping could prove helpful. Join the photography or camera club in your high school.

Any experience that can be gained through summer or part-time work as a Photographer's assistant or in a camera shop could be valuable. Reading and studying a photographic magazine would be helpful to anyone with real interest in this field.

Also develop photography as a hobby; build your own darkroom; collect equipment as you are able; procure the best camera you can afford and learn to use it well; practice arranging various articles in attractive settings and taking pictures of them; try out some of your ideas on local business men.

Outlook:

Competition is keen but the well-prepared beginner with real talent can usually find a place as a helper or assistant with a possibility of progressing to a Photographer.

(Appendix 27 - continued)

Related Careers:

Other photographic careers the aspirant may consider before making his or her final career decision include motion picture cameraman, photojournalist, industrial, aerial, scientific, and graphic arts photographer. Other related careers are camera store salesmen or owner, cartographer, and photogrammetrest.

For Further Information:

Photography as a Career; Professional Photographers of America, Inc., 152 West Wisconsin Ave., Milwaukee 3, Wisconsin, 4 pages, free, request latest revision.

Photography in Your Future; Sales Service Division, Eastman Kodak Co., Rochester, N.Y. 14604, 6 pages, free, request latest revision.

Acknowledgment:

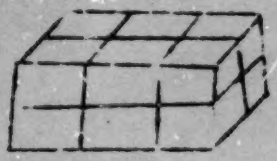
We gratefully acknowledge the assistance given us in the revision of this summary by the Professional Photographers of America, Inc.

*Careers, Inc., Largo, Florida 33540, revised October 1968.

(Appendix 27 - continued)

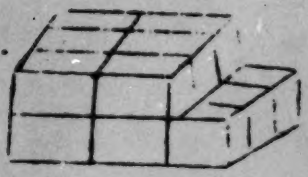
General Intelligence

Look at the piles of blocks below. How many blocks in each pile?

1. 

a) 9
b) 11
c) 12
d) 13

a b c d

2. 

a) 13
b) 14
c) 15
d) 17

a b c d

Complete the following sequences of numbers:

Example: 0,3,6,9,12 ___ ___ ___

Answers

Ex. 15, 18, 21

1. 1, 4, 7, 10, 13, ___, ___, ___ 1. ____, ____, ____
2. 3, 5, 8, 10, 13, 15, ___, ___, ___ 2. ____, ____, ____
3. 82, 78, 74, 70, ___, ___, ___ 3. ____, ____, ____
4. 1, 2, 6, 24, 120, ___, ___, ___ 4. ____, ____, ____
5. 1, 4, 9, 16, 25, 36, ___, ___, ___ 5. ____, ____, ____
6. 6, 9, 18, 21, 42, 45, ___, ___, ___ 6. ____, ____, ____

Appendix 31

Questions that Should be Answered About Jobs:

Guidelines for the Job Seeker --a production of G.I.T. Inc.

This article is a list of some of the questions that definitely should be answered before anyone decides on a job for themselves. For example, the first thing to ask might be "What are the duties of the job?" to make sure you like the work. Next, you might ask do you meet the requirements for the job? What are they? Are the earnings what you expected? Do you need more education than you are willing to get? Do you need to be able to run certain kinds of equipment? These are some things to think about when you consider a job. Below are more such questions:

1. What are the duties of the job?
2. What are the working conditions?
3. Are there any training requirements?
4. What are the earnings?
5. How much education is needed?
6. What kind of equipment would you work with (if any)?
7. Is the work usually done by a man, or a woman?
8. Do workers wear uniforms?
9. How many hours in a work day?
10. Would the job require the worker to travel?
11. What about vacations?
12. Will the work involve people?
13. Is the work physically strenuous?
14. Will the worker's weekends be free?
15. Does the worker provide his own tools?
16. Could the work be done part time?
17. What are the possibilities of advancement?
18. What is the importance of the job?
19. How good are chances of getting a job in this field?
20. What are related careers to this job?
21. What high school courses would best prepare a person for this job?
22. Where could I get information about the job?
23. How does a person get started in this job?
24. Is the work done inside or outside?
25. Is experience necessary to obtain the job?
26. Does the job involve working with the hands?
27. Is there a chance of being transferred to other cities to keep the job?
28. Is there a possibility of night work?
29. Is the work area noisy?
30. Would the job require involvement with people's personal problems?

(Appendix 31 - continued)

31. Does the job require mental or physical work mostly?
32. Is there any risk or danger involved in this job?
33. Is the worker insured against accidents?
34. Will workers get paid holidays off from work?
35. Do workers get sick leave?
36. Where can the worker get the education he needs?
37. Is it unionized?
38. Is there much overtime work?
39. Is the worker insured?
40. Does the company have a medical or dental plan?
41. Are there company activities for workers like picnics, bowling, etc?
42. Do they have a profit-sharing plan?
43. Do you have to be a certain height or weight?
44. Is the work seasonal?
45. What is the history of the company you want to work for?

Group 1 Name _____

Using Resource Materials:

You have 20 minutes only! With your team, find the answers to as many of the following questions as possible.

1. Give the D.O.T. number for veterinarian. _____

2. Name the fringe benefits usually obtained when a person works as a Licensed Practical Nurse.

   _____ _____

   _____ _____

   _____ _____

3. What is the average monthly salary of a pharmacist? _____

4. How much education is needed to become a civil engineer? _____

5. What is the demand for airline pilots at this time? _____

   _____

6. Name four duties of a dental hygienist.

   _____ _____

   _____ _____

7. How many hours a week does a radio broadcaster work? _____

8. Name a union that a carpenter might join. Give its address.

   _____

   _____

   _____

   _____

Using Resource Materials:

You have only 20 minutes to work!! With your team, find the answers to as many of the following questions as possible.

1. Give the D.O.T. number for Registered Nurse. _____

2. Name the fringe benefits usually obtained when a person works as a carpenter.

   _____ _____

   _____ _____

   _____ _____

3. What is the average monthly salary of a household maid? _____

4. How much education is needed to become an architect? _____

5. What is the demand for policeman at this time? _____

   _____

6. Name four duties of a geologist:

   _____ _____

   _____ _____

7. How many hours a week does a photographer usually work? _____

8. Name a union that a plumber might join. Give its address.

   _____

   _____

   _____

   _____

Group 3 Name_____

Using Resource Material:

You have only 20 minutes to work!! With your team, find the answers to as many of the following questions as possible.

1. Give the D.O.T. number for a Commercial Fisherman. _____

2. Name the fringe benefits usually obtained when a person works as a secretary.

_____ _____

_____ _____

_____ _____

3. What is the average monthly salary of a millwright?_____

4. How much education is needed to be a school counselor? _____

5. What is the demand for auto body repairman at this time? _____

_____

6. Name four duties of an electrician.

_____ _____

_____ _____

7. How many hours a week does a janitor usually work? _____

8. Name an employee's organization that an airline stewardess might join. Give its address.

_____

_____

_____

_____

Names 1._____

2._____

3._____

Appendix 33

Job Study in the Library

A. Job Information

Name of Job _____ D.O.T. No. _____

1. Duties of the job:

_____ _____

_____ _____

_____ _____

2. What courses in school help you in this job? _____

_____

3. Where can you get training for this job? _____

_____

4. What makes the job desirable? _____

_____

5. What are the unpleasant aspects of this job? _____

_____

6. Is there a demand for this kind of work? _____

7. What does a beginning worker earn? _____

8. What fringe benefits are available? _____

_____

9. How many hours of work per week? _____

B. Using the Card Catalogue:

1. Draw a simple map to show where the card catalogue is located in our library.

2. Name at least 3 books listed in the card catalogue that would have information about the job above.

3. Go to the library shelves and find these books and srite the last word of each of the books below. Each member of the group should locate a book to prove he knows how to find a book.

C. Using the Reader's Guide:

1. Draw a simple map to show where the Reader's Guide is located in our library.

2. What is the Reader's Guide used for?

3. List 3 magazine articles that were written about the job you are studying.

4. Locate at least one article of those listed in the library's magazine collection. Make sure all group members know how to locate magazine articles.

FORM FOR STUDYING AN OCCUPATION (JOB) NAME _____

I. Name of the job: _____ D.O.T. Number _____

II. Description of the work on the job (List at least 5 duties)

A. _____
B. _____
C. _____
D. _____
E. _____
F. _____
G. _____
H. _____
I. _____
J. _____

III. Education or training needed for the job:

A. What you have to know how to do? (Skills)

1. _____
2. _____
3. _____

B. What school courses help to prepare you for this job?

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

C. Where can you get training needed for this job?

1. _____
2. _____
3. _____

IV. What kind of personality, interests and abilities would be best for this job?

A. _____
B. _____
C. _____
D. _____
E. _____
F. _____
G. _____
H. _____
I. _____
J. _____

(Appendix 35 - continued)

V. Need for workers in this job (Demand)

A. Are we short workers in this job now? _____

B. Will more workers be needed in the future? _____

VI. Earnings

A. Beginning Wage per month _____

B. Wage earned by most workers _____

C. Highest Wage _____

D. Is there usually a vacation with pay? _____

E. Any other benefits? Name them _____

_____

VII. Hours of Work

A. How many hours on the average would one work: daily _____ weekly_____

B. Is there extra pay for overtime work? _____

C. Are there seasonal layoffs? _____

VIII. Health and Safety

A. Are there health dangers involved? Explain: _____

_____

B. Is there a high accident rate on this job? Explain: _____

_____

IX. Employee Organizations

A. Would you be expedted to join a union or some other employee organization? Explain: _____

X. Service to the Community

Name ways that workers in this job serve the community.

A. _____

B. _____

C. _____

D. _____

E. _____

XI. Activity on the job (check how often)

	A lot	Sometime	Once in awhile	Never
1. Work deals with things or objects.	____	_____	_____	_____
2. Work involved with people in business matters	____	_____	_____	_____

(Appendix 35 - continued)

	A lot	Sometimes	Once in awhile	Never
3. Work is routine (same thing every day)	_____	_____	_____	_____
4. Work with people in a social sense	_____	_____	_____	_____
5. Work is concerned with people & communicating ideas	_____	_____	_____	_____
6. Work results in prestige (respect from other people)	_____	_____	_____	_____
7. Work is scientific or technical	_____	_____	_____	_____
8. Work is creative (have to develop your own ideas)	_____	_____	_____	_____
9. Work is involved with processes and/or machines	_____	_____	_____	_____
10. When the work is over you have a product you can see	_____	_____	_____	_____

XII. Does this job interest you?

Yes, definitely _____ Somewhat _____ Not at all _____

Why? _____

_____

_____

_____

Appendix 36

"Recruiting" Poster for a career of your choice:

This assignment should be done in either two's or three's. That means if your work crew has 4 people you should produce 2 posters. You will have two class days to complete the assignment. The posters will be due Thurs. May 24 (B day) or Fri. May 25 (A day).

Tasks involved to complete the poster:
- decide on a subject
- gather information
- art work and/or cut out pictures
- titles and labeling

All posters must include the following:

- a slogan or title
- pictures for interest
- the duties of the job
- qualifications needed
- pay
- hours of work
- fringe benefits
- where work might be done
- where training could be obtained
- D.O.T. number

Work should be done neatly and carefully. The best posters will be kept for the Learning Center Career Corner.

Appendix 42

Some Jobs in the Health Services Cluster

1. Physician ------- diagnoses diseases and treats people who are in poor health
2. Dentist --------- examine teeth and other tissues of disease or abnormalities of the mouth to diagnose
3. Dental Hygienist ----- work under supervision of dentist; remove deposits and stains from teeth for the control of dental decay
4. Dental Assistant ----- work with dentist as he examines and treats patients; makes patient comfortable, obtains records, prepares instruments
5. Dental Laboratory Technician ----- makes dentures, etc; does not see patients
6. Registered Nurse ----- follow medical treatment plan prescribed by doctor; give medicine, record symptoms, etc.
7. Licensed Practical Nurse ----- care for patients but do not have as much technical knowledge as the registered nurse
8. Medical Assistant ------ help physician and take care of paperwork of the physician
9. Surgical Technicians ----- assist surgeons in operating room
10. EEG Technicians ------- specialize in diagnosing brain disease and infection through special training in recording electrical activity of the brain
11. EKG Technician ------- take and process pictures of the heart beat to help the physician in diagnosis
12. Inhalation Therapist ----- treat patients with breathing problems
13. Optometrist ------- help patients improve and protect their vision
14. Optometric Assistant ----- assist in eye examinations and keep books for optometrist
15. Pharmacist ----- dispense drugs as medicine prescribed by doctor
16. Chiropractor ----- doctor who treats patients through manipulation of parts of the body, especially the spinal column
17. Occupational Therapist ----- plan and direct activities designed to help mentally and physically disabled patients more able
18. Occupational Therapy Assist. ---- work under occupational therapist to help disabled patients
19. Physical Therapist ----- help persons with muscle, nerve & bone diseases or injuries overcome their disabilities
20. Physical Therapy Assict. ----- work under physical therapists to help patients
21. Speech Pathologists ----- help persons with speech and language disorders

(Appendix 42 - continued)

22. Audiologists ----- help persons with hearing problems

23. Medical Laboratory Worker ---- perform laboratory tests for patholcgists using special instruments and tests of a laboratory

24. Radiologic Technologist ----- operate X-ray equipment

25. Medical Record Librarian ----- prepare and analyze records and reports on patient's illness and treatments

26. Dietician ----- plan nutritious and appetizing meals to help people maintain or recover good health

27. Hospital Administrators ----- manages and directs the varied activities of a hospital

28. Sanitarian ----- inspect food manufacturing, waste disposal, housing for health hazards

29. Veterinarians ----- diagnose and treat diseases and injuries among animals

30. Pathologist ----- physician who specializes in diagnosis of diseases

(Appendix 42 - continued)

Questions on the Health Services

Jobs are grouped in clusters so people can choose an area of interest for themselves and then match their own personalities to specific jobs within the cluster. Look over the health services careers list and answer the following questions on a separate sheet of paper.

1. List 10 of the health services careers that would involve working with people as a major part of the job.

2. List 5 of the health services careers that involve gathering information, making tests, keeping records, etc.

3. List 5 of the health services careers that deal mostly with equipment or things rather than people or information.

4. A person enjoyed cooking for fun and also thought the health service area might be interesting; which career might be a good choice?

5. Name which health service careers might be done in a school situation as well as in a hospital.

6. Which of the health service careers might involve outdoor work?

7. Suppose a person had always wanted to be a doctor but his grades in school just were not good enough, which jobs might be a good choice for him?

8. Which job on the list would most be like a Principal's job in a school?

9. Which careers involve chemistry as a major part of the work?

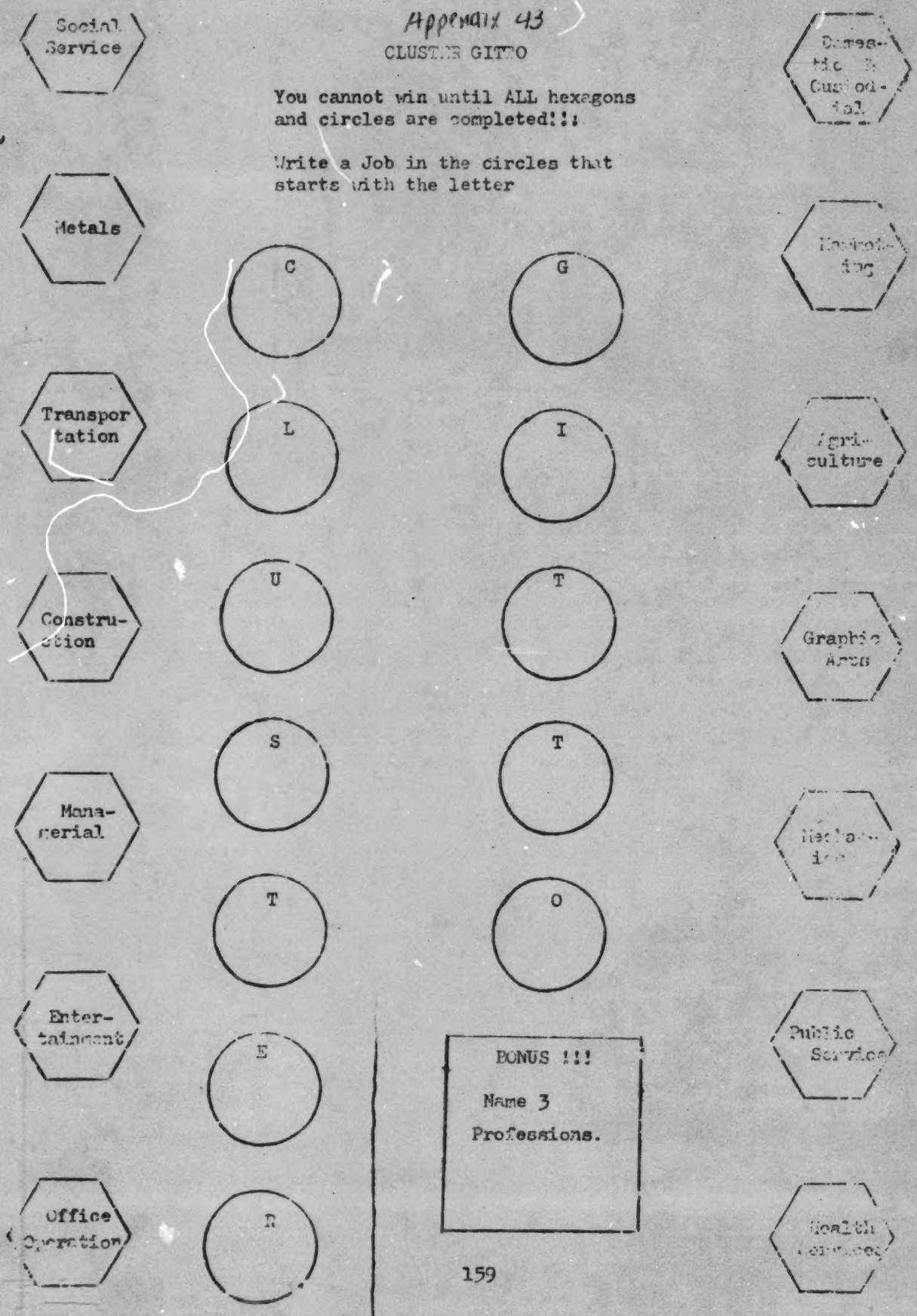
10. Place a star by each job on the list that you think might fit your personality. Ask yourself: do you want to be around people when you work? do you like indoor work? etc.

Appendix 43

CLUSTER GITTO

You cannot win until ALL hexagons and circles are completed!!!

Write a Job in the circles that starts with the letter



D.O.T. Information Sheet

DATA: information, knowledge, interpreting, involving ideas, numbers, symbols

0 Putting facts together to get a result
1 Deciding when, where, and how to do something
2 Looking over data and deciding if it is worthwhile
3 Collecting or classifying data
4 Performing arithmetic and using the answers to solve problems
5 Copying data, recording facts
6 Comparing likes and differences in data, people, or things
7 Not related to data
8

PEOPLE OR ANIMALS: humans or animals being treated individually

0 Giving advice to people in terms of them personally
1 Working together with other people to make decisions to solve problems
2 Teaching others
3 Assigning duties to others and organizing their work
4 Amusing others, entertaining
5 Persuading others to buy something or do something
6 Talking with others to give directions
7 Attending to the needs of other people or animals
8 Not related to people or animals

THINGS: nonmoving objects

0 Adjusting and repairing machines, technical
1 Having to think out placing of objects and use of tools to do the best job, using judgement
2 Starting, stopping, controlling a machine that makes objects or materials
3 Starting, stopping, controlling a machine that must be steered
4 Using your strength or tools to move or place objects or materials, using judgement
5 Adjusting gauges, timers, turning valves, tending a machine, no judgement involved
6 Placing materials in or removing them from machines or equipment
7 Using strength or tools to carry objects; no judgement involved
8 Not related to things

NOTE: The lower the number the more involved in each category.

D.O.T. Worksheet

My DATA-PEOPLE-THINGS number is .____ ____ ____

1. Guessing D-P-T numbers (see job descriptions, next page)

Occupation	my guess	actual number
a. Licensed Practical Nurse		
b. Sawmill Worker		
c. Policeman		
d. Truck Driver		
e. Salesclerk		
f. Teacher Aide		
g. Electrical Appliance Serviceman		
h. Carry-out Boy		

2. Answer the following about D-P-T numbers:

a. If a job has a D-P-T number of .278 it would be correct to say it is mostly a thing job. True or false? _____

b. It seems logical that a bookkeeper would have a D-P-T number something like this one: .338. True Or False? _____

c. Which job would have a higher people rating: Teacher or psychiatrist? _____

d. How many digits are there in a D.O.T. number? _____

e. My personal D-P-T number shows that I am more of a (circle one)

people person thing person data person

Answers:

1. DPT

a) 079.378
b) 667.782
c) 375.268
d) 905.883
e) 290.478
f) 099.368
g) 827.281
h) 920.887

2.

a) False
b) False
c) psychiatrist
d) 6
e) whichever digit is smallest in the area that most interests you

cut off along line

(Appendix 45 - continued)

Job Descriptions

Licensed Practical Nurse

Gives ordered medicine and treatments
dresses wounds and gives massages
bathes, dresses and assists patients
helps with routine laboratory tests

Sawmill Worker

Places logs onto carriage to cut planks
May sharpen saw teeth
Straightens lumber on moving conveyors
runs sawing machine to straighten edges of lumber
unloads logs and rolls them onto sawmill deck
examines logs for defects

Policeman

Patrols city streets
Makes arrests, takes lawbreakers to jail
Controls traffic
Checks causes and results of accidents

Truck Driver

Inspects equipment and supplies
Drives truck
Performs emergency roadside repairs
Loads and unloads truck

Salesclerk

Helps customer find what he wants
Rings up sales; makes change
Fills in, arranges, and dusts stock
Wraps or bags merchandise
May record sales; reorder merchandise

Teacher Aide

Helps teacher with personal needs of children
Helps pupils with work
May take attendance; collect money, etc.
Make out papers; grade papers, record marks

Electrical Appliance Serviceman

Delivers and installs new appliances
Estimates cost of repairs
Makes service calls to find trouble
Repairs, adjusts and may replace parts
Tests appliance

Carry-out Boy (box boy)

Puts groceries into bags or boxes
Takes groceries to customer's car
Brings shopping carts back to store
May mark food & stock shelves
May sweep, mop, and take out trash

Appendix 47

Name _____

REVIEW

1) Tell the meaning of the following in terms of jobs.

reference _____

maiden name _____

skill _____

dependents _____

marital status _____

unemployment compensation _____

employer _____

employee _____

earnings _____

advancement _____

fringe benefits _____

social security _____

apprentice _____

journeyman _____

2) a. Jobs are classified according to their involvement in 3 areas. What are these areas?

_____ _____ _____

b. Tell the data-people-things number for the following jobs:

reporter _____ interior decorator _____

cartoonist _____ chiropractor _____

3) True or False?

a. The U.S. population is at least 195 million. _____

b. There is greater unemployment (%) among Negro workers than among white workers. _____

c. Agricultural employment is expanding at a fast rate. _____

d. Unemployment rates are low due to inflation. _____

e. Teaching jobs are easy to get. _____

(Appendix 47 - continued)

f. Usually journeyman workers must have graduated from a 4-year college. _____

g. Most businesses require people wanting jobs to fill-out detailed information sheets before they consider them for emploument. _____

4) Unscramble the following words that pertain to work or careers.

KORW	RETPAPNIEC	RAEREC	RAELO
NUMIO	ATAD BOJS	ELOPPE SOJB	

Appendix 48

Name_____

G.I.T. FINAL TEST

		True or False
I.	a) The following is a good guess for the D.P.T. number for a doctor: .274	a)____ ____
	b) A job has a D.P.T. number of .146. That means it is mostly a people job.	b)____ ____
	c) A secretary fits in the public service job cluster.	c)____ ____
	d) The University of Oregon would be a place to get training to be a plumber.	d)____ ____
II.	a) The future is bright in agricultural careers because the demand is high.	a)____ ____
	b) Normally, if you want a job you have to fill-out detailed information about yourself before you are even considered.	b)____ ____
	c) 4 years of college will prepare a person to be a doctor.	c)____ ____
	d) One federal retirement plan is called Welfare.	d)____ ____
III.	a) A journeyman usually needs 4 years of college.	a)____ ____
	b) Getting paid vacations as part of your job is an example of a fringe benefit.	b)____ ____
	c) Unemployment is low nationally because it includes only 6% of our working age population	c)____ ____
	d) A person who has completed an apprenticeship is called a journeyman.	d)____ ____
IV.	a) Every student at Cal Young would give the same answer if they were asked for their "marital status".	a)____ ____
	b) There are 3 digits in a D.O.T. number.	b)____ ____
	c) The punctuation that should be used after the greeting of a business letter is a comma.	c)____ ____
	d) Employers hire employees.	d)____ ____

(Appendix 48 - continued)

Page 2.

Vocabulary Matching:

Column I	Column II
____ 1. reference	a. wages or salary
____ 2. maiden name	b. promotion or moving up in a job
____ 3. skill	c. worker
____ 4. dependents	d. extra things that go with a job, other than wages
____ 5. marital status	e. an experienced worker, a craftsman
____ 6. unemployment	f. someone learning a trade or job
____ 7. employer	g. person to go to for information
____ 8. employee	h. name before you were married
____ 9. earnings	i. boss, person who hires other people
____ 10. advancement	j. your married state
____ 11. fringe benefits	k. pay given to you when you're out of work
____ 12. social security	l. things you can do, ability to do something
____ 13. apprentice	m. federal government retirement system
____ 14. journeyman	n. people who depend upon you for a living

(Appendix 48 - continued)

CAREER SUMMARY

Court Reporter

Duties:

The Court Reporter is responsible for recording every word that is spoken during court sessions--the testimony of all witnesses; the arguments of counsel, and the decisions of the court. He or she operates a Stenotype machine or records through written shorthand. The Court Reporter takes notes for one to six hours each working day and transcribes the notes for the rest of his working day.

The operator of a shorthand machine records spoken words by striking the keys on the machine which automatically prints symbols of English syllables, characters, words, or phrases on a strip of paper. This paper tape serves as a permanent record which can be filed and used for future transcription or reference purposes.

The Reporter who takes written notes uses a special pad on which to make the notes. This pad serves as a record.

Whether notes are taken by machine or by hand, the Reporter must record every word spoken by all participants in the court proceedings. He is required to take notes accurately and completely at speeds ranging from 60 to as high as 300 words per minute during rapid-fire cross examinations. If he is called upon to read any part of his notes during court proceedings, he must be able to do so fluently and accurately.

The Court Reporter transcribes his notes between and after court sessions. Although complete transcripts are not always required, the Reporter must be able to transcribe his notes himself, or dictate them into a dictating machine to be typed by a transcribing machine operator. In either instance, the Court Reporter is responsible for the complete accuracy of the transcript. When transcripts are required before the next session of the court, the Reporter may work late hours to complete the transcription.

The Reporter may also act as secretary to the judge, or if permitted by the court, take dictation from lawyers.

Working Conditions:

The Court Reporter usually works under favorable physical conditions in clean, comfortable surroundings with proper lighting.

He works under some mental strain in order to record all testimony, especially when people are talking fast, have poor diction, speak with a foreign accent, or are difficult to hear. Medical or technical terms and slang language is often used during testimonies. The Reporter sits most of the time while taking notes or transcribing. He uses his hands and fingers constantly. He may work under pressure of time limitations.

Personal Requirements:

The aspirant to this occupational field should have excellent hearing and vision, good powers of concentration, finger dexterity, eye-hand coordination, and emotional stability. Intelligence, self-organization, and patience are among essential traits needed. Naturally, the aspirant must have the aptitude to develop into an excellent typist and be able to meet and get along well with all types of people.

(Appendix 48 - continued)

Education and Training:

The minimum educational background is high school graduation followed by specialized training in court reporting. A thorough command of grammar and spelling and a working knowledge of legal and medical terminology are necessary.

Many high schools today offer programs that include training in typing and shorthand. However, because of the exceptional skills needed for this work, training beyond high school is required. The Reporter must be trained so that no mental hesitation is his reporting is due to the lack of a thorough knowledge of his method of transcription.

The National Shorthand Reporters Association, 25 W. Main St., Madison, Wisconsin 53703 has a list of approved schools offering the minimum training program for court reporting. At least one correspondence school---LaSalle Extension Academy, 417 S. Dearborn, Chicago, Illinois 60605---offers a course in stenotyping.

In some states, Court Reporters must pass examinations to qualigy for appointments. Applicants in California, Illinois, Colorado, Iowa, New Jersey, Utah, Kansas, and Florida must pass a Certified Shorthand Reporter (C.S.R.) examination administered by state agencies to qualify for appointments.

Earnings:

According to the National Shorthand Reporters Association, earnings of Court Reporters depend upon the type of court in which they work, the area of the Country in which the court is located, and, of course, the skill and proficiency of the individual Reporters. Annual income of such Reporters ranges from $5,000 to $15,000 a year. In many metropolitan areas, they earn in excess of $12,000 annually.

Most Reporters receive vacation and holiday time off, sick leave allowances, and other fringe benefits.

During busy court sessions, most Court Reporters work well over 40 hours a week.

Measuring Your Interest and Ability:

One's interest and ability to do this type of work can be measured in a number of ways. High school counselors are usually able to provide aptitude tests and interest inventories to help determine interest and qualifications for this career. The State Employment Service administers occupational aptitude tests for clerical work including shorthand aptitude tests, typing tests, etc.

Above average grades in school, especially in English and in written work, ability to follow directions, and the ability to concentrate on a task despite interruptions and noise could indicate some potential for this type of job activity. Talk with experienced Court Reporters about their work and visit courts in session to observe their activities.

Outlook:

Court reporting is a small and competitive occupational field. Only those with a high ability can hope to attain success in it. In some areas of the Country, there are shortages of these specialists The National Shorthand Reporters Association estimates there are about 40 percent women in this field.

Opportunities for qualified men and women should increase slightly in the years ahead. Some job openings will result from retirements, transfers to other fields of work, and deaths of present Reporters.

(Appendix 48 - continued)

Related Careers:

The aspirant to this career might be wise to consider other somewhat related careers before making his or her final career decision. This might be wise because of the keen competition in this career and because there may be few or no job opportunities in the area in which you want to live. Some of these related careerists are legal secretary, stenographer, convention reporter, conference reporter, etc.

For Further Information:

Shorthand Reporting as a Career; National Shorthand Reporters Association, 25 West Main St., Madison, Wis. 53703.

Acknowledgment:

We gratefully acknowledge the assistance given us by the National Shorthand Reporters Association in revising this summary.

(Appendix 48 - continued)

Page 4.

Answer the following questions about the occupation of court reporter.

1) List at least 7 duties of a court reporter.

_____ _____ _____

_____ _____ _____

_____

2) What skills are necessary for this job? _____

_____

3) What courses in school help you in this job? _____

_____

4) Where can you be trained for this job? _____

_____

5) What kind of person is best for this job? _____

_____

6) What makes this job desirable? _____

_____

7) What is unpleasant about this job? _____

_____

8) Is there a demand for this kind of work? _____

9) What's the salary for a court reporter? _____

10) How many hours does a court reporter work (usually) in a week? _____

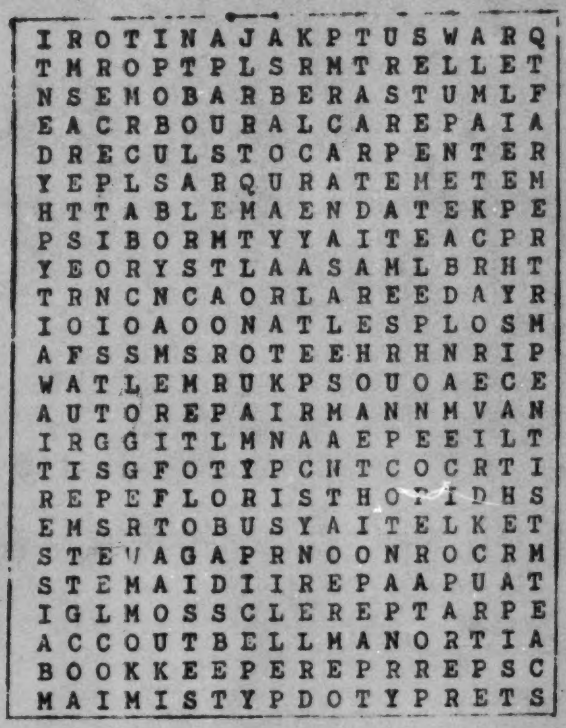
11) Are there any fringe benefits? _____ What are they? _____

_____

_____

Appendix 49

CAREER WORD SEARCH



I R O T I N A J A K P T U S W A R Q
T M R O P T P L S R M T R E L L E T
N S E M O B A R B E R A S T U M L F
E A C R B O U R A L C A R E P A I A
D R E C U L S T O C A R P E N T E R
Y E P L S A R Q U R A T E M E T E M
H T T A B L E M A E N D A T E K P E
P S I B O R M T Y Y A I T E A C P R
Y E O R Y S T L A A S A M L B R H T
T R N C N C A O R L A R E E D A Y R
I O I O A O O N A T L E S P L O S M
A F S S M S R O T E E H R H N R I P
W A T L E M R U K P S O U O A E C E
A U T O R E P A I R M A N N M V A N
I R G G I T L M N A A E P E E I L T
T I S G F O T Y P C N T C O C R T I
R E P E F L O R I S T H O T I D H S
E M S R T O B U S Y A I T E L K E T
S T E W A G A P R N O O N R O C R M
S T E M A I D I I R E P A A P U A T
I G L M O S S C L E R E P T A R P E
A C C O U T B E L L M A N O R T I A
B O O K K E E P E R E P R R E P S C
M A I M I S T Y P D O T Y P R E T S

Find the following words in the puzzle above. Words may be vertical, horizontal, diagonal, backwards but always in a straight line.

LOGGER
FARMER
JANITOR
MAID
TELEPHONE OPERATOR
RECEPTIONIST
FLORIST
CARPENTER
COSMETOLOGIST
PHYSICAL THERAPIST
SALESMAN
BARBER
TYPIST
FIREMAN
POLICEMAN
TEACHER AID
COOK
FORESTER
BELLMAN
NURSE
TRUCK DRIVER
WAITRESS
TELLER
BOOKKEEPER
CLERK
MECHANIC
SECRETARY
CARPET LAYER
AUTO REPAIRMAN
BUS BOY

The World of Work - Lesson 20

Objectives:

1) to review the World of Work through a game: SUCCESS

Procedure:

Previous to the class have the transparency (SUCCESS rules) made for the overhead.

Make number markers 1-30 for placement on the transparency.

Have success score cards made up for the students.

Make up one set of situation cards and place each card in a box marked ★, ♥ or $ as indicated.

Get a pair of dice.

To Play: Have studetnd get out paper and pencil
Follow directions for game enclosed

Lesson 20 - (continued)

SUCCESS - a career game

Materials needed:

transparency
rectangles of cardboard labeled 1-36 to fit randomly in spaces of transparency
individual score cards for students
1 set of situation cards for scoring
1 set of 36 review questions and answers for teacher use
1 pair dice

Rules and Play:

1. Students decide on their individual success formulas for their score cards. Have students fold over their papers to hide their choices from other students.

2. The first student makes a choice of fame, fortune, or happiness to get a question number. Each category level is covered by a strip of paper that has a question number on it. Once the student picks a category and level he automatically chooses a question.

3. The group is given a review question about careers. Only those who get the correct answer can play the round for points. All others put pencils down. Score is determined by a draw of a situation card.

4. The first student draws a situation card from the category he chose earlier. The card is read to find out how many points were earned and why.
   NOTE: n life, not all situations turn out as we expect; neither do the cards!

5. The second student...(do steps 2-4 over and over allowing all to take turns.)

6. Students keep score for themselves. First to reach his own success goal is the winner.
   NOTE: to win scores in each category must be at least as much as projected at the beginning of the game, but may be more than projected.

Lesson 20 - (continued)

Success Questions

1. Write what D-P-T means.

2. What is the demand for teachers presently?

3. How many digits are in a D.O.T. number?

4. Which of the following jobs is mostly a data job?
   (a) football quarterback (b) receptionist (c) boiler-tender in a factory

5. Is the following a good guess for the D.P.T. number for a doctor? Why or why not? doctor: .274

6. Name 5 ways you can get job information.

7. Name 3 places you could get training to be an auto mechanic.

8. If a job has a D.P.T. number of .146 what category is most involved in the job?

9. If everyone in this class marries at some time, how many will have "maiden names"?

10. What is a person called who has completed an apprenticeship?

11. Mrs. Jones is divorced. Mr. Sloan is single. These are descriptions of these two people's _____.

12. Name 6 construction trades.

13. The person who heads a construction project is called a _____.

14. If an employer wants to know more about you before he hires you he asks people whose names you gave him. These people are called _____.

15. It is best to end all business letters with a closing before your name. The closing should be: _____.

16. What punctuation should be used after the greeting of a business letter?

17. Name 4 mistakes often made on a job application that can hurt your chances of getting a job.

18. True or false? There is greater unemployment (percentage) among Negro workers than among white workers.

19. True or false? The future is bright in agricultural careers since the demand is high.

Lesson 20 - (continued)

20. Nationally, unemployment is about 6% of our population. True or false? This means that unemployment is low.

21. True or false? A journeyman usually needs 4 years of college.

22. True or false? Plumbers can get training at Lane Community College and the U of O.

23. True or false? Normally if you want a job you have to fill-out detailed information about yourself before you are even considered.

24. When a person draws unemployment compensation it means that _____.

25. Getting paid vacations as part of your job is an example of a _____. (two words.)

26. Our federal retirement plan is called _____. (two words)

27. "Apprentice" is spelled: A-P-R-I-N-T-I-C-E. True or false? If false, spell it correctly.

28. What is an employer?

29. What is an employee?

30. Spell: association.

31. Will 4 years of college prepare a person to be a doctor?

32. A doctor is an example of a "professional" job. Name 3 other professions.

33. Name another word that means the same as "career" or "occupation".

34. Name 8 different jobs done at Cal Young. (no fair mentioning different kinds of teachers.)

35. Which job requires more schooling: teacher or medical technologist?

36. The D.P.T. number for a reporter is .268. Explain briefly what the number means.

Lesson 20 - (continued)

Success Questions

Key:

1. Data-People-Things
2. low
3. 6
4. quarterback
5. not a good guess - the people number is too low
6. D.O.T.
   Occupational Outlook Handbook
   career file
   letters
   tapes
   etc.
7. high school, community college
   on-the-job
8. data - a low number is high in D.P.T.
9. (count the girls in class)
10. journeyman
11. marital status
12. electrician, plumber, mason, carpenter, painter, roofer, etc.
13. contractor
14. references
15. sincerely yours or sincerely
16. color
17. misspelling
    not following directions
    leaving information out
    sloppiness
    etc.
18. True
19. False
20. False
21. False
22. False
23. True
24. They are not at fault and are out of work and have not found a job.
25. fringe benefit
26. social security
27. false - "apprentice"
28. person that hires another for a wage
29. person who is hired by another for a wage
30. ASSOCIATION
31. no
32. lawyer, dentist, teacher, etc.
33. job
34. any eight:
    nurse, janitor, teacher, librarian, principal, vice-principal, secretary, counselor, cook, teacher aide
35. Teacher
36. .268 means involves a lot of thinking and planning
    .268 means somewhat involved with people but not neccessarily
    .268 not involved with things

transparency

$

46

76

FOLD FORWARD

fame ___ money ___ happiness

___ ★s + $ ____,000 + ___ ♥s =

60 pts.

$	★	♥

FOLD FORWARD

fame ___ money ___ happiness

___ ★s + $ ____,000 + ___ ♥s =

60 pts.

$	★	♥

FOLD FORWARD

fame ___ money ___ happiness

___ ★s + $ ____,000 + ___ ♥s =

60 points

$	★	♥

FOLD FORWARD

fame ___ money ___ happiness

___ ★s + $ ____,000 + ___ ♥s =

60 pts.

$	★	♥

Situation cards

You star in a spaghetti commercial + $1000	You go to school to improve yourself and get a better job. +10,000	Your rent is due - $5000
You visit Las Vegas and win +$3000	You receive a tax refund +$4000	You have lunch with the boss 4 ♥
You win on "Let's Make a Deal" 2 ♠ 2 ♥	You are appointed 3rd vice president of your company +$14,000	You let your boss win at golf +$2000
You dent your boss's car -$5000	Your boss gives you a Christmas bonus +$5000	You are the first person on Mars. 16 ★
invent a way to compact smog into bricks for building		

	You inherit money from a great aunt +$5000	You are caught littering fined ½ of your cash total	You write a best selling novel $1000 X roll of dice
	you go on a vacation to Paris, France -$2000, 4 ♥	You take all of the neighborhood kids to Farrell's 4 ♥	You offer your time weekly to take Senior Citizens to a movie 9 ♥
	You sell some land +$8000	You are a football hero 6 ♥	You get a hole-in-one in your golf game 6 ♥
	You marry the most popular boy (girl) at school 10 ♥	You take some scouts on a litter walk 2 ♥	You play Santa at the local hospital 5 ♥
	You locate Venus DeMilo's arms 12 ★	You buy a race horse 1 ★ for roll of one die	You record a hit song for EPIC records 13 ★

	You appear regularly on the Johnny Carson Show 13 ★ +$5000	You become mayor of your town 4 ★	You donate $1000 to the American Cancer Society -$1000, 4 ★
	Your mother sings with a rock group 6 ★ 2 ♥	You donate land for a national park 2 ♥ 4 ★	You save a family from their burning home 5 ★
	You graduate with honors 2 ♥	You remember your mother on Mother's Day 4 ♥	

Appendix 51

LOST ON THE MOON

You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Mechanical difficulties, however, have forced your ship to crash-land at a spot some 200 miles from the rendezvous point. The rough landing damaged much of the equipment aboard. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed 15 items left intact after landing. Your task is to rank them in terms of their importance to your crew in its attempt to reach the rendezvous point. Place number 1 by the most important item, number 2 by the second most important, and so on through number 15, the least important.

____ Box of matches

____ Food concentrate

____ 50 feet of nylon rope

____ Parachute silk

____ Portable heating unit

____ Two .45 calibre pistols

____ One case dehydrated milk

____ Two 100-pound tanks of oxygen

____ Stellar map (of the moon's constellation)

____ Life raft

____ Magnetic compass

____ 5 gallons of water

____ Signal flares

____ First-aid kit containing injection needles

____ Solar-powered FM receiver-transmitter

Directions for use

LOST ON THE MOON

By Barbara Luke
Fairfax County, Virginia

You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Mechanical difficulties, however, have forced your ship to crash-land at a spot some 200 miles from the rendezvous point. The rough landing damaged much of the equipment aboard. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed 15 items left intact after landing. Your task is to rank them in terms of their importance to your crew in its attempt to reach the rendezvous point. Place number 1 by the most important item, number 2 by the second most important, and so on through number 15, the least important.

____ box of matches
____ Food concentrate
____ 50 feet of nylon rope
____ Parachute silk
____ Portable heating unit
____ Two .45 calibre pistols
____ One case dehydrated milk
____ Two 100-pound tanks of oxygen
____ Stellar map (of the moon's constellation)
____ Life raft
____ Magnetic compass
____ 5 gallons of water
____ Signal flares
____ First-aid kit containing injection needles
____ Solar-powered FM receiver-transmitter

Participants work on the problem alone; then in groups of five or six, where they compare their individual rankings and agree on a common ranking for the group. Then a leader scores the individual and group results according to the correct rankings established by the space survival unit of NASA and posts the scores for class discussion.

Dividing naturally into three parts, the exercise can be completed in one session of an hour-and-a-half or over three class periods. Particularly suitable for grades 7 to 12, the exercise might also be used in some fifth and sixth grade classes. Its subject matter makes it especially relevant to science and social studies; and the ranking and scoring procedures might make it useful in a math class.

Setting up the exercise requires only three steps:

1. Choose two or three students who are competent in arithmetic to serve as a scoring committee. They can participate in Part One of the exercise and observe the rest. (Perhaps you could get some volunteers to do the mathematics before or after school.)

2. Devise a method for dividing the class into groups of five or six members. Each student will need an area on which to write, so groups might be formed around a large table or by moving desks to form small circles.

3. Prepare enough copies of the problem to have 2 for each student as well as 10 to 12 extra copies for the Group Summary forms.

Form the groups, briefly introduce the problem without going into details of the exercise, and provide each student with two copies of the problem sheet. Give each group a number and have the students put that number on their problem sheets. Instruct the students to work independently, ranking each item in order of its importance and recording the ranking on both sheets. As the students finish, have the scoring committee collect one copy from each student, keeping the groups separated.

Have each group work with its members' second copies to build a Group Summary Form by recording individual rankings on a single fresh copy of the problem.

While the groups are at work, have the scoring committee total the individual scores by comparing them with the key shown below. For each item, the score is the absolute difference between the student's ranking and the correct ranking. The total score is the sum of the scores for each item. The lowest score is the "best."

The scoring committee should also compute the average individual score and the range of individual scores of each group.

If the exercise is being conducted in one session, the groups move into Part Two as soon as they have had a chance to survey the Summary Form. Otherwise, the teacher collects the individual and summary forms and returns them to the groups at the start of the next session.

For Part Two, ask each group to complete one ranking representing the decision of the whole group. Emphasize that decisions are to be based on logic and fact rather than on any personal preference and should represent common agreement among group members rather than a simple majority vote. At this point discussion may become quite animated, and a group should have plenty of time to reach its decisions. Another paper listed these guidelines for reaching agreement.

(1) Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
(2) Avoid changing your mind only in order to reach agreement and avoid conflict. Support only the solution with which you are able to agree somewhat, at least.
(3) Avoid "conflict-reducing" techniques such as a majority vote; averaging or trading in reaching decisions.
(4) View differences of opinion as helpful rather than as a hinderance in decision making.

As the groups finish, have the scoring committee collect and score the group sheets by the same method used for the individual forms. The scoring committee should also calculate the difference between each group's score and the average individual score for that group's members. The committee then prepares a sheet for each group listing the following information: average individual score, range, group score, and difference between average individual and group scores.

Part Three can be the continuation of a single session or the beginning of a third one. Because this is the part in which students learn about working in groups, it should be given a full half hour or more.

Begin by explaining the scoring key and scoring method and tell what information each group is receiving. Then use questions like the following (which can be written on the chalkboard) to make the exercise a learning experience.

1. Did the group do better than any individual? Did it do better than the average individual? Why?

2. Did some members have more influence than others?

3. How did your group reach agreement? What are the advantages and disadvantages of that method?

4. How did you feel working in the group?

5. What are the advantages and disadvantages or working as a group?

Give each group the final sheet prepared by the scoring committee; return the scored individual forms, and ask the groups to discuss the results separately for ten or fifteen minutes.

Once the groups have begun their individual discussions, make a chart on the chalkboard or newsprint comparing group results. It should look like the following table:

Group	Average Individual Score	Range High-Low	Group Score	Net Change
1	45	72-27	65	20
2	32	58-20	24	8
3	41	64-27	26	15
4	28	61-17	28	0

After the groups have had sufficient time for individual discussions, call their attention to the chart comparing group results and have the entire class discuss the differences.

Often the group that has taken the greatest amount of time to reach their decision will have the best score. Also, it is not uncommon to find that the group score will be better than that of any individual within the group. Sometimes a usually retiring class member will turn out to be more resourceful in working on the problem than the presumed class expert. The importance of identifying member resources, the different roles played by group members, the value of collaboration, different styles of group decision making, and their consequences--these are some of the points to be derived from the experience.

SCORING KEY

Listed below are the correct rankings for the "Lost on the Moon" items, along with the reasons for the rankings provided by the NASA's space survival unit.

(15) Box of matches	Little or no use on moon
(4) Food concentrate	Supply daily food required
(6) 50 feet of nylon rope	Useful in tying injured, help in climbing
(8) Parachute silk	Shelter against sun's rays
(13) Portable heating unit	Useful only if party landed on dark side
(11) Two .45 calibre pistols	Self-propulsion devices could be made from them
(12) One case dehydrated milk	Food, mixed with water for drinking
(1) Two 100-pound tanks of oxygen	Fills respiration requirement
(3) Stellar map of the moon's constellation	One of principal means of finding directions
(9) Life raft	CO_2 bottles for self-propulsion across chasms, etc.
(14) Magnetic compass	Probably no magnetized poles; thus useless
(2) 5 gallons of water	Replenishes loss by sweating, etc.
(10) Signal flares	Distress call within line of sight
(7) First-aid kit containing injection needles	Oral pills or injection medicine valuable
(5) Solar-powered FM receiver-transmitter	Distress signal transmitter, possible communication with mother ship

APPENDIX 56

PARKROSE PUBLIC SCHOOLS
10636 N. E. Prescott
Portland, Oregon 97220

TO WHOM IT MAY CONCERN:

The interview information being collected by the students will be used by them in developing a greater understanding about some of the basic concepts of the world of work. Any information obtained by them will be used to construct visual aids and statistical data to clarify the concepts developed form the interviews.

If the questions asked are considered by you to be of a personal nature and not to be used by the school, please feel free to deny the request for an interview. Each student will be asked to attempt to obtain two such interviews of persons 21 years old or older but will not be penalized in any manner if they are not able to obtain the interview information. No names are asked for, and if you wish the information returned to you, we would be happy to comply with your request.

WORK HISTORY CHART

Employer: Names of companies, forms or places of employment.

Work Performed: Short description of actual work or specific job title. May include a number of specific jobs for a single employer.

Years: Include information as to length of time the individual was engaged in each specific job.

Full-Time - Part-Time: Use a check mark to indicate if the job was under 40 hours a week (part-time) or over 40 hours a week (full-time).

How Job Was Obtained: Briefly indicate the method by which the person obtained the job, such as, want ads, personal friend, etc.

Job Satisfaction: Simply check the category which best identifies how the person felt about each work experience.

Work Problems: A check mark here indicates that the person identified some problems with the job: example - union problems, problems with management, difficulty of tasks, etc.

Work Performance: The person is asked to evaluate his own performance for each job as it relates to the completion of the specific tasks required of the job.

Advantages - Disadvantages: Include here a brief statement as to what the person interviewed felt were the things which he/she gained from this job or which they felt were the things which they did not gain from employment.

Reason For Leaving Job: Simply list the reason why the person left the job; quit for better paying work, advancement to better position, etc.

EDUCATION HISTORY CHART

Schools By Grade Level: The numbers here correspond to the grade level and each school attended should be lested (be brief). In cases where more than one school was attended for a single grade level, list the school the person was attending when that grade level was completed.

City And State: Include both city and state locations of each school attended.

Years: This should include as much information as possible about months and years of attendance at each school.

Part-Time - Full-Time: (Part-Time) check this column only if the person was fully employed, (30-4- hours perweek) and the person was attending school on a limited bases. (Full-Time) check this column if the person was attending school and working less than full time or not working at all.

Graduate: Check the appropriate column to indicate if the person received a certificate or degree for successful completion of a required course of study.

WORK - EDUCATION HISTORY

Education History:

NOTE: List the last school attended for each grade.

(Grade) (School)	City: State:	Years From	Years To	Part Time	Full Time	Graduate Yes	Graduate No
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

Colleges Attended (2 or 4 year)

1.					
2.					
3.					
4.					

Post-College (List Graduate Schools Only)

1.					
2.					

Other Schools (Trade, Technical, night school, etc.)

1.					
2.					
3.					

List all other Post High School formalized training or education not listed in the above chart. EXAMPLES: Military Schools, G.E.D. High School Test, Company Oriented Training, Correspondence Schools, etc.

	Years	Graduate?
1.		
2.		
3.		
4.		

WORK - EDUCATION HISTORY

Fill in the following information completing parts A, B, and C for each employer. Example: 1A, 1B, and 1C List as many employers as you need to.

Work History: Sex: (M) ___ (F) ___ Age ____

A.

	Name of Employer	Work Performed	Years From	Years To	Full Time	Part Time	How Job Was Obtained
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

B.

The following is a summary of your personal attitudes and evaluations of the jobs you have had. (Use Check ( ) marks to complete the following.)

	Job Satisfaction				Work Problems		Work Performance			
	Very Satisfied	Satis-fied	Neutral	Dissat-isfied	Had Problems	Had No Problems	Very Good	Above Aver.	Aver.	Not Good
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										

C.

Briefly identify the most significant single factor for each job in the items listed below.

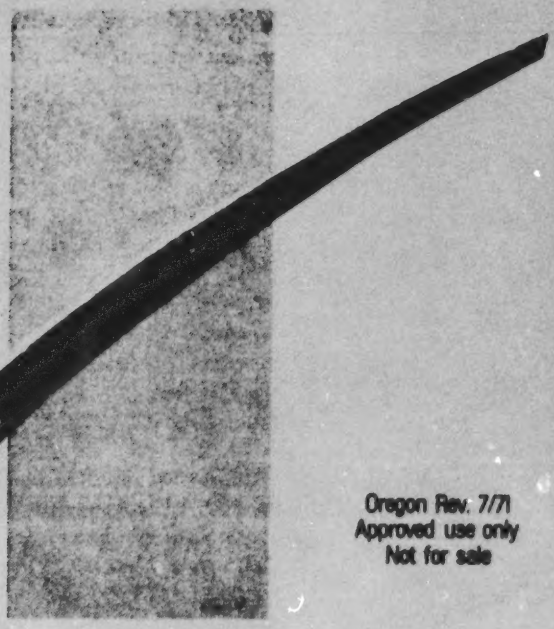
	Advantage of the Job	Disadvantage of the Job	Reason for Leaving Job
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

*If more than 12 employers are involved, additional forms may be obtained from the instructor.

U. S. DEPARTMENT OF LABOR
Manpower Administration
Washington, D.C.

Printed by
Clackamas County

Appendix 58



Interest CHECK LIST

Oregon Rev. 7/71
Approved use only
Not for sale

Name _____ *Date* _____

Address or School _____ *Number* _____

It is important to all of us that we like our jobs; because to succeed, we must be happy and interested in our work.

This Interest Check List may help you decide what kinds of work you would like. It lists activities that are found in a broad range of industries and occupations in the United States today.

You are to mark your answers on this check list and on a separate answer sheet.

Read each of the statements carefully. If you think you would "like" to do this kind of activity, make a check ✓ under the "L"; if you "don't like" the activity, make a ✓ under the "D"; if you are not certain whether you would like the activity or not, make a ✓ under the "?".

Each statement has a number. As you check each statement, find the same number on the separate answer sheet and fill in the space ::::: for your answer under "L", "?", or "D".

After you have answered all the statements, go back and double check ✓✓ <u>at least</u> three activities that you think you would most like to do. To mark the activities you like most on the separate answer sheet, follow the directions on side II of the answer sheet.

You may mark an activity even if you do not have training or experience for it, if you think you would enjoy the work. If you mark the "?" column, this shows you are uncertain, either because you don't know enough about the activity or because you cannot make up your mind whether you like it or not.

After you have completed the Check List, the Counselor will go over your responses with you to help you discuss further your interests and jobs you would like.

Read each of the items below and indicate your answers here and on the separate answer sheet provided for you.

L (like) ? (uncertain) D (dislike)

		L	?	D
001.	Sketch or paint pictures of people or objects.	—	—	—
002.	Create artistic designs.	—	—	—
003.	Arrange or decorate interiors to get pleasing effect.	—	—	—
004.	Carve objects from clay or stone.	—	—	—
005.	Take photographs for use in advertising.	—	—	—
006.	Design styles for clothing.	—	—	—
007.	Sing as a paid entertainer.	—	—	—
008.	Play a musical instrument.	—	—	—
009.	Compose or arrange music.	—	—	—
010.	Conduct an orchestra or band.	—	—	—
011.	Write short stories or books.	—	—	—
012.	Write articles to influence people's opinions.	—	—	—
013.	Report events or activities.	—	—	—
014.	Edit or rewrite news items.	—	—	—
015.	Write TV and radio scripts.	—	—	—
016.	Act in a play.	—	—	—
017.	Dance classical or interpretative dances.	—	—	—
018.	Comment on news for radio and TV.	—	—	—
019.	Announce radio and TV programs.	—	—	—
020.	Play professional baseball or other sports.	—	—	—
021.	Instruct classes of students.	—	—	—
022.	Show others how to play new sports or games.	—	—	—
023.	Select and catalog books and periodicals.	—	—	—
024.	Collect and analyze information about community problems.	—	—	—
025.	Advise people about their personel problems.	—	—	—
026.	Interview and counsel people about jobs or schooling.	—	—	—
027.	Conduct public opinion surveys.	—	—	—
028.	Conduct studies on economic problems.	—	—	—
029.	Direct traffic.	—	—	—
030.	Enforce State and national laws.	—	—	—
031.	Direct fire fighting and prevention in factory.	—	—	—
032.	Inspect machines and working conditions to prevent accidents.	—	—	—
033.	Perform nursing duties in hospital or home.	—	—	—
034.	Make chemical or laboratory tests.	—	—	—
035.	Treat animals for injury or disease.	—	—	—
036.	Prepare medicines according to prescription.	—	—	—
037.	Conduct experiments in properties of metals or other materials.	—	—	—
038.	Do medical X-ray work.	—	—	—
039.	Plan menus for hospitals, schools, or hotels.	—	—	—
040.	Prepare financial statements for a company.	—	—	—

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		L	?	D
041.	Assist clients in obtaining legal rights.	—	—	—
042.	Purchase supplies for large firm.	—	—	—
043.	Patrol forest lands.	—	—	—
044.	Observe and report weather conditions.	—	—	—
045.	Explore and chart earth's crust to locate gas and oil deposits.	—	—	—
046.	Plan and design roads and bridges.	—	—	—
047.	Design tools, machines, and electric equipment.	—	—	—
048.	Pilot an airplane for a commercial line.	—	—	—
049.	Work out high-speed computer problems using mathematics.	—	—	—
050.	Lay out machinery and plan flow of work in a factory.	—	—	—
051.	Observe and plot light flashes on radar scope to report air traffic.	—	—	—
052.	Draft plans for tools or machines.	—	—	—
053.	Make detailed drawings from specifications for buildings.	—	—	—
054.	Survey land to determine its measurements and contour.	—	—	—
055.	Direct a crew of workmen.	—	—	—
056.	Supervise clerical staff in an office.	—	—	—
057.	Organize and direct operations of a factory.	—	—	—
058.	Supervise a group of salesmen.	—	—	—
059.	Operate office machines such as adding or calculating machines.	—	—	—
060.	Check bills for errors.	—	—	—
061.	Figure commissions and expenses.	—	—	—
062.	Make change and cash checks.	—	—	—
063.	Keep a set of books for a business concern.	—	—	—
064.	Type letters and reports.	—	—	—
065.	Take dictation in shorthand.	—	—	—
066.	Keep inventory of material and equipment.	—	—	—
067.	Operate a mimeograph machine.	—	—	—
068.	File reports alphabetically.	—	—	—
069.	Sort and deliver letters.	—	—	—
070.	Operate a telephone switchboard.	—	—	—
071.	Make appointments and answer telephone.	—	—	—
072.	Make collections from customers.	—	—	—
073.	Direct customers to proper departments in store.	—	—	—
074.	Talk to customers about complaints.	—	—	—
075.	Sell furniture in a store.	—	—	—
076.	Sell insurance or real estate.	—	—	—
077.	Sell building and construction equipment.	—	—	—
078.	Demonstrate cosmetics for sale.	—	—	—
079.	Canvass homes to demonstrate and sell products.	—	—	—
080.	Contact buyer for supermarket to get order for merchandise.	—	—	—

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		L	?	D
081.	Sell tickets and make change at theater.	—	—	—
082.	Deliver products over an established route.	—	—	—
083.	Sell merchandise in a variety store.	—	—	—
084.	Conduct tours and act as guide.	—	—	—
085.	Sell gas and oil at a service station.	—	—	—
086.	Interview persons to get census information.	—	—	—
087.	Question motorists to get information for highway planning commission.	—	—	—
088.	Model clothing for customers.	—	—	—
089.	Cook in a restaurant.	—	—	—
090.	Plan and prepare meals in a private home.	—	—	—
091.	Bake cakes, cookies, and other pastries for customers.	—	—	—
092.	Order food supplies for hotel.	—	—	—
093.	Take charge of playroom for children.	—	—	—
094.	Organize games and read to small children.	—	—	—
095.	Take care of and feed infants in a nursery.	—	—	—
096.	Set tables and serve food and drinks.	—	—	—
097.	Give shampoos, manicures, and facials.	—	—	—
098.	Direct patrons to tables in restaurant.	—	—	—
099.	Give service to airline passengers during flight.	—	—	—
100.	Operate passenger elevator.	—	—	—
101.	Plant, cultivate, and harvest crops.	—	—	—
102.	Raise and care for cattle, hogs, horses, and chickens.	—	—	—
103.	Cultivate vegetables for market.	—	—	—
104.	Plant and care for flowers, lawn, and shrubbery.	—	—	—
105.	Catch large quantities of fish and market them.	—	—	—
106.	Work aboard tugboats, barges, and river boats.	—	—	—
107.	Operate a fish hatchery.	—	—	—
108.	Serve as a guide for hunting and fishing trips.	—	—	—
109.	Keep lookout for forest fires.	—	—	—
110.	Saw, trim, and chop trees in forest areas.	—	—	—
111.	Construct and repair metal machines, parts, and tools.	—	—	—
112.	Work with drills and lathes to cut and shape metal.	—	—	—
113.	Grind lenses for cameras and microscopes.	—	—	—
114.	Operate machines to saw and shape wood.	—	—	—
115.	Oil, adjust, and repair machinery.	—	—	—
116.	Repair and overhaul automobile engines.	—	—	—
117.	Repair typewriters, calculators, and adding machines.	—	—	—
118.	Operate textile looms or hosiery-knitting machines.	—	—	—
119.	Operate printing press.	—	—	—
120.	Drive a trailer-truck or bus.	—	—	—

GO ON TO THE NEXT PAGE

		L	?	D
121.	Operate cranes and power shovels to move materials.	—	—	—
[illegible].	Build and test electronic equipment.	—	—	—
123.	Install and repair telephone switchboards.	—	—	—
124.	Repair radio and TV sets.	—	—	—
125.	Paint or do paperhanging in houses or buildings.	—	—	—
126.	Fix drains and faucets.	—	—	—
127.	Lay bricks to construct walls and chimneys.	—	—	—
128.	Build frame houses and other wood structures.	—	—	—
129.	Assemble and repair watches or cameras.	—	—	—
130.	Cut, sew, and fit cloth, leather, or fur articles.	—	—	—
131.	Make or repair furniture or cabinets.	—	—	—
132.	Cut and shape glass or stone for jewelry and other small articles.	—	—	—
133.	Use precision measuring instruments to inspect products for flaws.	—	—	—
134.	Letter or stencil posters and signs.	—	—	—
135.	Set type by hand for printing.	—	—	—
136.	Operate machines to set type.	—	—	—
137.	Develop and print pictures.	—	—	—
138.	Make bread, cakes, and other bakery products.	—	—	—
139.	Operate furnaces or ovens to heat or melt metals.	—	—	—
140.	Pour or dip hot metals into molds.	—	—	—
141.	Mix solutions for plastic materials	—	—	—
142.	Guard property against fire, theft, or damage.	—	—	—
[illegible].	Store explosives.	—	—	—
144.	Check people entering factory gate and direct to proper entrance.	—	—	—
145.	Inspect and test quality of articles by taste, sight, or hearing.	—	—	—
146.	Inspect articles by use of simple measuring devices.	—	—	—
147.	Sort articles by size and color.	—	—	—
148.	Lift and move objects with small crane on electric truck.	—	—	—
149.	Operate automatic metalworking machines.	—	—	—
150.	Operate machine to fill bottles, jars, or cans with liquids.	—	—	—
151.	Tend machines which mix or cook foods or drugs.	—	—	—
152.	Operate equipment to refine petroleum products.	—	—	—
153.	Operate a concrete mixer.	—	—	—
154.	Weld metal parts together using automatic welding machine.	—	—	—
155.	Drill with a jackhammer in ore or rock.	—	—	—
156.	Straighten bent fenders and auto bodies.	—	—	—
157.	Operate power sewing machine to make clothing.	—	—	—
158.	Pack fruit or vegetables for market	—	—	—
159.	Assemble metal parts with handtools	—	—	—
160.	Wind electrical coils and armatures	—	—	—
161.	Feed metal stock into machine to cut or shape metal products.	—	—	—
162.	Tend sawing or boring woodworking machines.	—	—	—
163.	Polish marble or granite by machine.	—	—	—
[illegible].	Use machines to press, stretch, or heat fabrics.	—	—	—
[illegible].	Mix paints according to formulas.	—	—	—

GO ON TO NEXT PAGE

		L	?	D
166.	Tend tanks to dye or bleach leather.	—	—	—
167.	Operate equipment making or treating paper.	—	—	—
168.	Deliver telegrams by bicycle.	—	—	—
169.	Clean and polish shoes.	—	—	—
170.	Distribute printed advertising to homes.	—	—	—
171.	Wash dishes and silverware by machine.	—	—	—
172.	Stack bundles of wheat, oats, and barley.	—	—	—
173.	Carry and set stakes in a surveying crew.	—	—	—

STOP!

Appendix #61

world of work

WORLD OF WORK

Introduction

With the twenty-first century upon us, every citizen who hopes to play a productive role in our society must have occupational training of a definite nature that will allow him to successfully pursue his career. Startling changes in science and technology are upon us. These changes will "wipe out" some jobs and create others.

If we are going to move into the future without hesitation, we must change our function and our aims. We must do more than provide a job skill. We must provide a broad education as well as a marketable skill to meet the needs of the time. Vocational education should make possible a smooth transition from public school to work in terms of our national and individual welfare. It must make students aware of various work opportunities and occupational categories in preparation for job entry. The person's role in society is determined largely by his work role, thus occupational education is a fundamental necessity to the individual's welfare.

We need to engineer student experiences and occupational information so that a student's daily experience is more meaningful and effective.

Each person must merit his place in society and make his contribution to society. Each person should keep in mind the simple fact that collectively we constitute a society. It is the responsibility of each of us to prepare and continually improve our competencies. We should be dedicated to the concept of improvement to the limit of our abilities and interests.

All students should get enough experience in working and studying to understand that this will be the normal procedure throughout their working life. Schools, at present, attempt to educate the majority for college entrance, but only a minority graduate with a degree.[1]

---

[1]Education for a Changing World, U.S. Department of Health, Education, and Welfare, p. 17.

GENERAL OBJECTIVES

1. To help students gain a better knowledge, understanding, and appreciation of the changing employment patterns and opportunities in the world of work

2. To acquaint students with the major occupational areas in the world of work

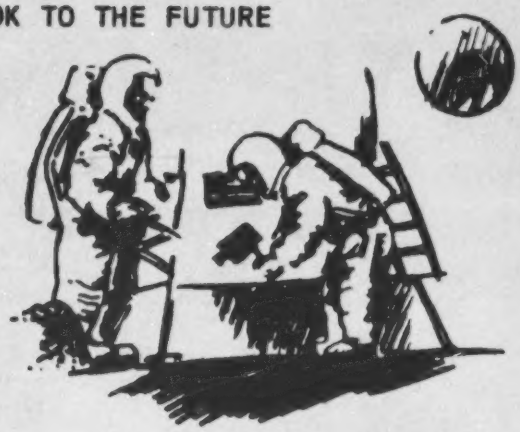
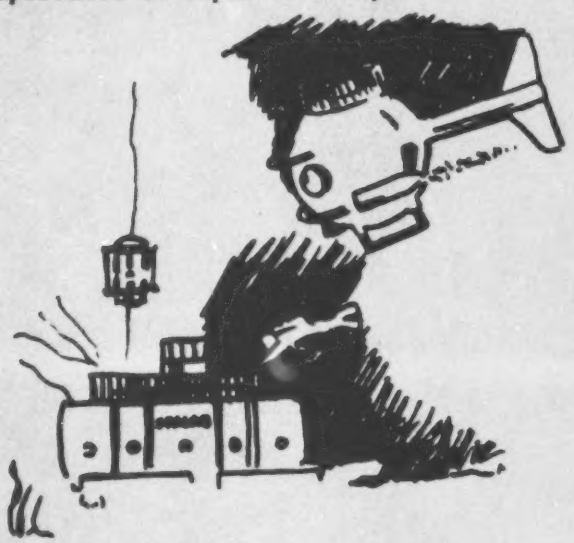
3. To help students develop desirable attitudes toward work and to appreciate the dignity of every occupation

4. To provide the students with opportunities to acquaint themselves with the American economic system in relation to their future career development, the ways in which it provides jobs, and the relationship of a changing economy to that development

5. To aid the students in selection of work they can relate in several ways to their occupational aptitudes and interests

GENERAL OBJECTIVE # 1: TO HELP STUDENTS GAIN A BETTER KNOWLEDGE, UNDERSTANDING, AND APPRECIATION OF THE CHANGING EMPLOYMENT PATTERNS AND OPPORTUNITIES IN THE WORLD OF WORK

SPECIFIC OBJECTIVE	ACTIVITY
To provide students with information concerning flexibility and change in the world of work	Research: a. What occupations did your grandparents experience that do not now exist? b. What occupational changes have taken place in your parents' fields of occupations? c. What jobs do you project in the future that do not now exist?
To aid the student in the evaluation of opportunities	Contact the following sources for types of jobs, number employed in each, and location of jobs: a. Local businesses for occupations that appear to be overcrowded b. Oklahoma State Employment Service, Research and Planning Division, and U.S. Department of Labor
To acquaint the student with the basic outline for the study of any given occupation	Have students analyze five jobs on these points: a. What is the occupation? b. What is the nature of the work? c. What is the number and distribution of workers? d. What qualifications and preparations are needed? e. What are the methods of entering the job? f. What are career advancement possibilities? g. What is the employment outlook? h. What will be the earnings? i. What are the working conditions? j. What are the social factors I would enjoy? k. What equipment will I be required to purchase? l. Where can I get additional information?

EVALUATION	RESOURCE
Develop a mock T.V. show comparing past, present, and future jobs. Let students give reasons for job differentiations.	Bulletins: Orientation to the World of Work: A Guide for Teachers, The University of Missouri.
LOOK TO THE FUTURE 	Looking Ahead to a Career, U.S. Department of Labor, Bureau of Labor Statistics. Handbook of Job Facts, Science Research Associates, Inc., 1967.
Select five jobs of special interest to the class and determine through open inquiry if students have realization of the importance of depth of study. 	Book: Fei gold, S. Norman, and Sol Swerdloff, ccupations and Careers, McGraw-Hill ook Company, Webster Division, 20358, 1969. Film: "A ep Ahead," 16mm., color, 25 minutes, ew Holland Machine Company.

GENERAL OBJECTIVE # 1 (continued)

SPECIFIC OBJECTIVE	ACTIVITY
To develop a vocabulary of terms of the world of work	Define the following: On-the-job training Apprenticeship Blind-alley or dead-end jobs Worker traits Skill Production Distribution Consumption Fringe benefits Self-employed Part-time jobs White-collar jobs Blue-collar jobs Service occupations Manual occupations Cluster Career Job Task Work Manipulative Cognitive Dexterity Vocational Technical Para-professional Professional Concrete Abstract Cost of living index (Teachers may develop their own check list.)

MANUFACTURING

TRANSPORTATION

SERVICING

ELECTRONICS

EVALUATION	RESOURCE
Are the students able to use the words properly in discussion of the world of work? Teacher observation and use of checklist to suit their class situation	Books: Career Kit, Science Research Associates, Inc., 1969. Occupational Exploration Kit, Science Research Associates, Inc., 1968-69. Occupational Outlook Handbook, U.S. Department of Labor.

GENERAL OBJECTIVE # 1 (continued)

SPECIFIC OBJECTIVE	ACTIVITY
To explain the concept of "job"	Have students: Define their concept of "job." Evaluate classified ads for jobs from a local paper and list requirements of the job. Write an advertisement for a job you wish to acquire.
To explain the concept of "task"	Determine which of the following words or assignments represent tasks or jobs: Reading Writing Counting Speaking Writing a speech Playing Welding Programming Prepare a list of tasks. Prepare a list of jobs.

EVALUATION	RESOURCE
From a list of advertisements in a local paper, identify within your concept of "job" at least ten jobs.	Dictionary - Definition of job
Have the local paper approve or disapprove an ad for publication. If disapproved, have it corrected or re-structured. The journalism department, if one exists, can participate in this evaluation.	Local newspaper
Have the students turn in their job and task classifications. Discuss these classifications.	Dictionary - Definition of task

GENERAL OBJECTIVE # 2: TO ACQUAINT STUDENTS WITH THE MAJOR OCCUPATIONAL AREAS IN THE WORLD OF WORK

SPECIFIC OBJECTIVE	ACTIVITY
To introduce the student to career areas	Discuss career areas using attached "Teacher's Overview to Career Analysis." (Pages 58 and 59) Have the student research a list of job titles and classify them by career areas. Use overhead projector to show the "Nine Career Areas." (Page 60)
To introduce the cluster concept	Provide the student with a list of jobs and ask him to organize them into a cluster. Use attached form "Job Cluster Family of Careers" as an example. (Page 61) Provide the student with an occupational career area and ask him to cluster as many closely related jobs as he can find.
To show the relationship between career areas and training levels	Have student list as many job titles as he can that would be classified by level as: Scientist Engineer Technician Skilled Use attached chart to show relationship between career areas and training levels. (Page 62)

EVALUATION	RESOURCE
	Book: Dictionary of Occupational Titles, U.S. Department of Labor.
Have each student's work discussed by class.	
	Bulletins:
Have students record their efforts on a pre-structured sheet. Exchange these work sheets, and using the Bureau of Labor Statistics and the Dictionary of Occupational Titles verify the results as accurately as possible. Discuss several of the papers.	Education for a Changing World of Work, Appendix I by Lynn Emerson, U.S. Government Printing Office, OE 80022.

TEACHER'S OVERVIEW TO CAREER ANALYSIS
IN RELATION TO THE WORLD OF WORK

In selecting a vocation, one should give consideration to the possibility of continuing his education beyond the entry level point. Your primary objective should be to reach the level necessary to insure a minimal marketable skill. This level will depend on your interest, abilities, and the training program in which you can involve yourself. Consideration should be given to the area of industrial activity in which you might function. A list of these career areas will serve as an aid in allowing you to focus your attention on an area of particular interest to you. If you have difficulties in selection of an area, it would be most beneficial to take an interest inventory to aid you in making a decision.

CAREER AREAS - LEVELS		CAREER AREAS - LEVELS	
RESEARCH	COLLEGE	SALES	HIGH - POST HIGH
DESIGN	COLLEGE	INSTALLATION	HIGH - POST HIGH
DEVELOPMENT	COLLEGE	OPERATIONS	HIGH
TESTING	POST HIGH	SERVICE	HIGH
PRODUCTION AND MANUFACTURE	POST HIGH		

The levels indicate to a degree the entrance requirements and are descriptive of the training of those with whom you might be competing. Let us define our terminology so we can more effectively communicate.

A common term that is frequently encountered when occupational education is discussed is the term "cluster."

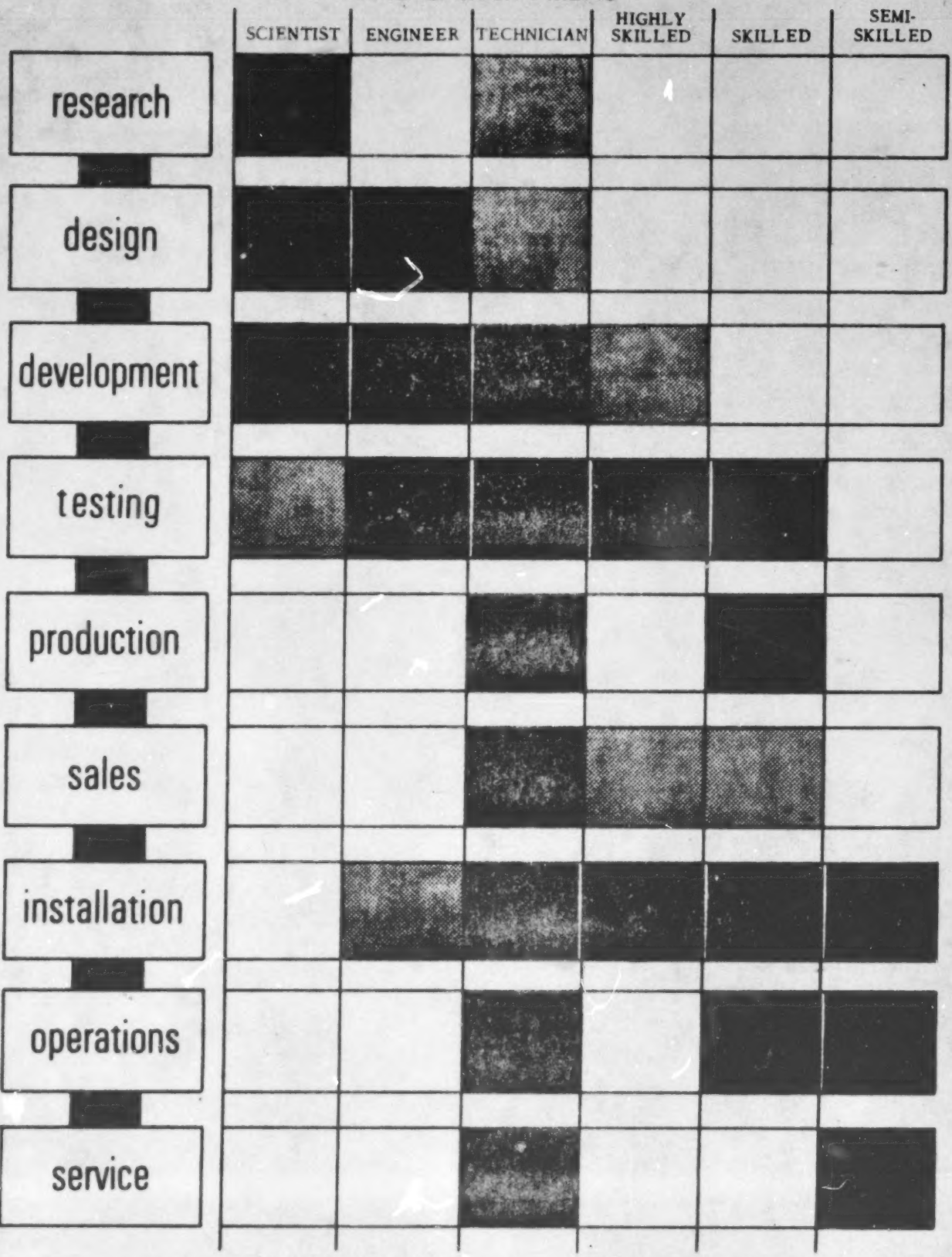
EXAMPLE

CLUSTER - Machine Trades	CLUSTER - Construction Trades
Machinist	Bricklayer
Toolmaker	Stonemason
Millwright	Tile Setter
Patternmaker	Plasterer
Tool Designer	Glazier
Machine Inspector	
Expediter	
Automated Machine Maintenance	

A cluster is simply a group of related jobs that have accepted entrance standards. A person trained in the occupation of a machinist might, with experience, become a toolmaker or millwright. There is a degree of flexibility or adaptability included in one's preparation as a machinist that allows him to move to the level of toolmaker or millwright with a minimum of experience and/or training.[1]

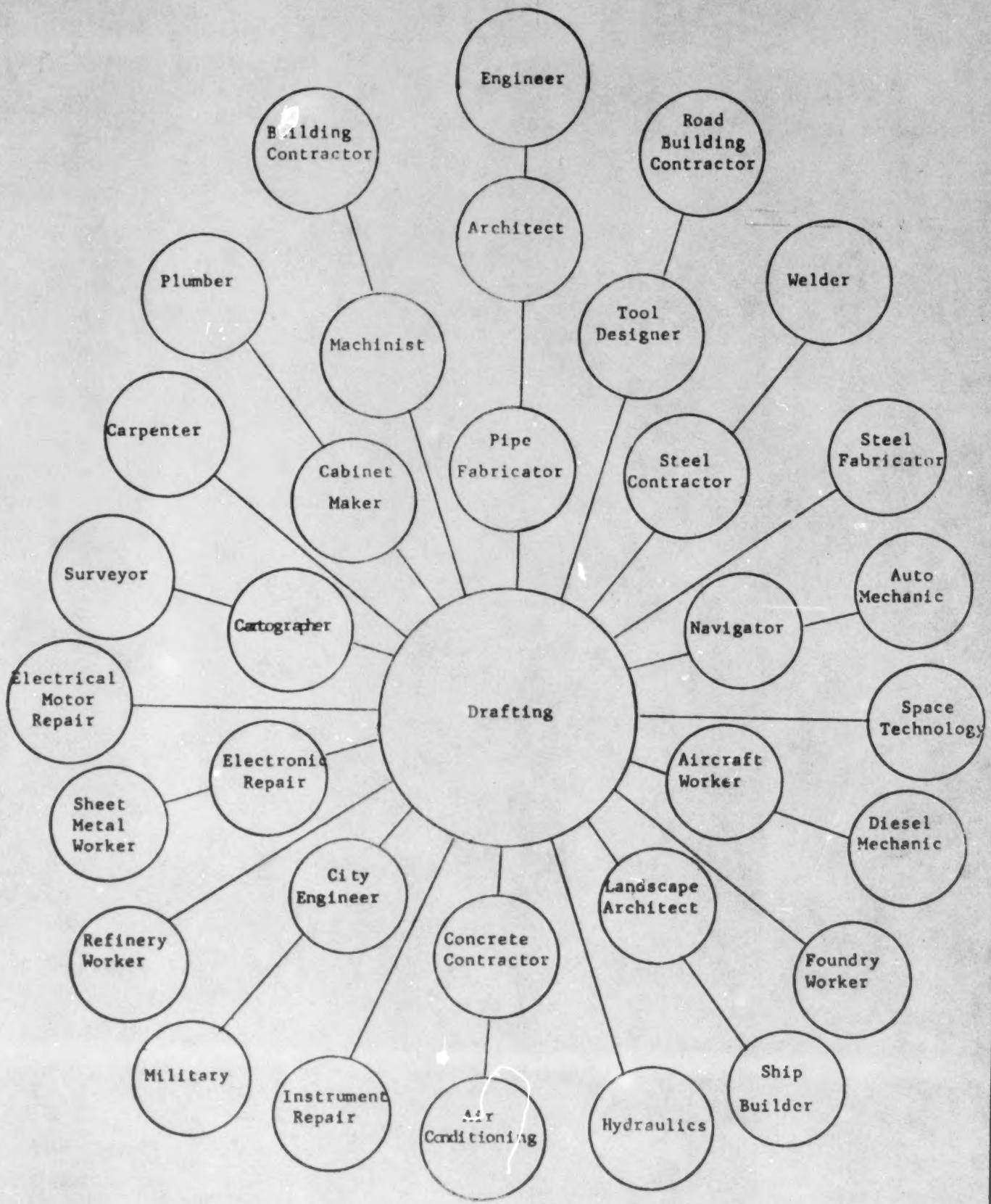
[1] Education for a Changing World of Work, Appendix I by Lynn Emerson, Government Printing Office, OE 80022, 1963.

NINE CAREER AREAS

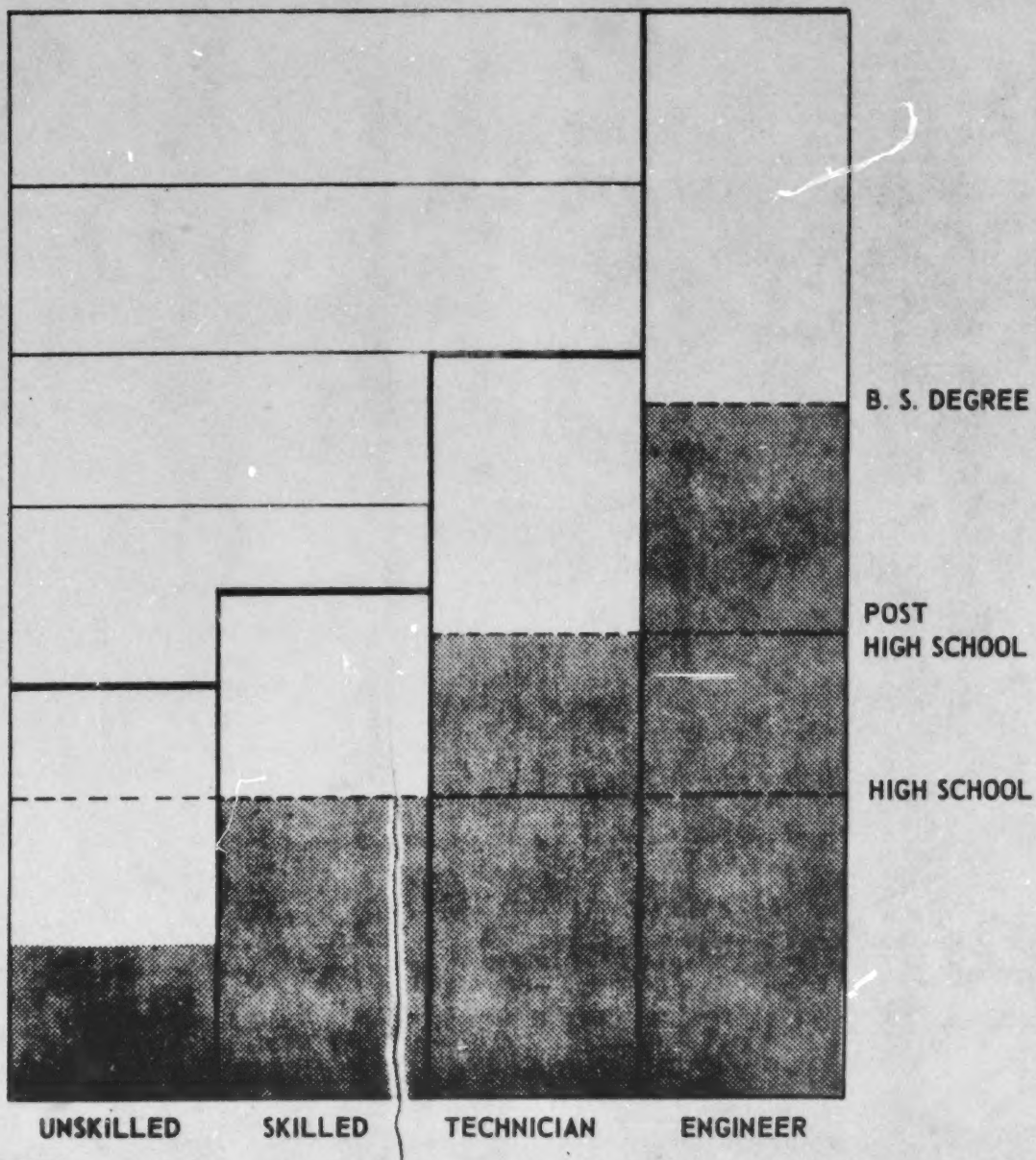


JOB CLUSTER FAMILY OF CAREERS

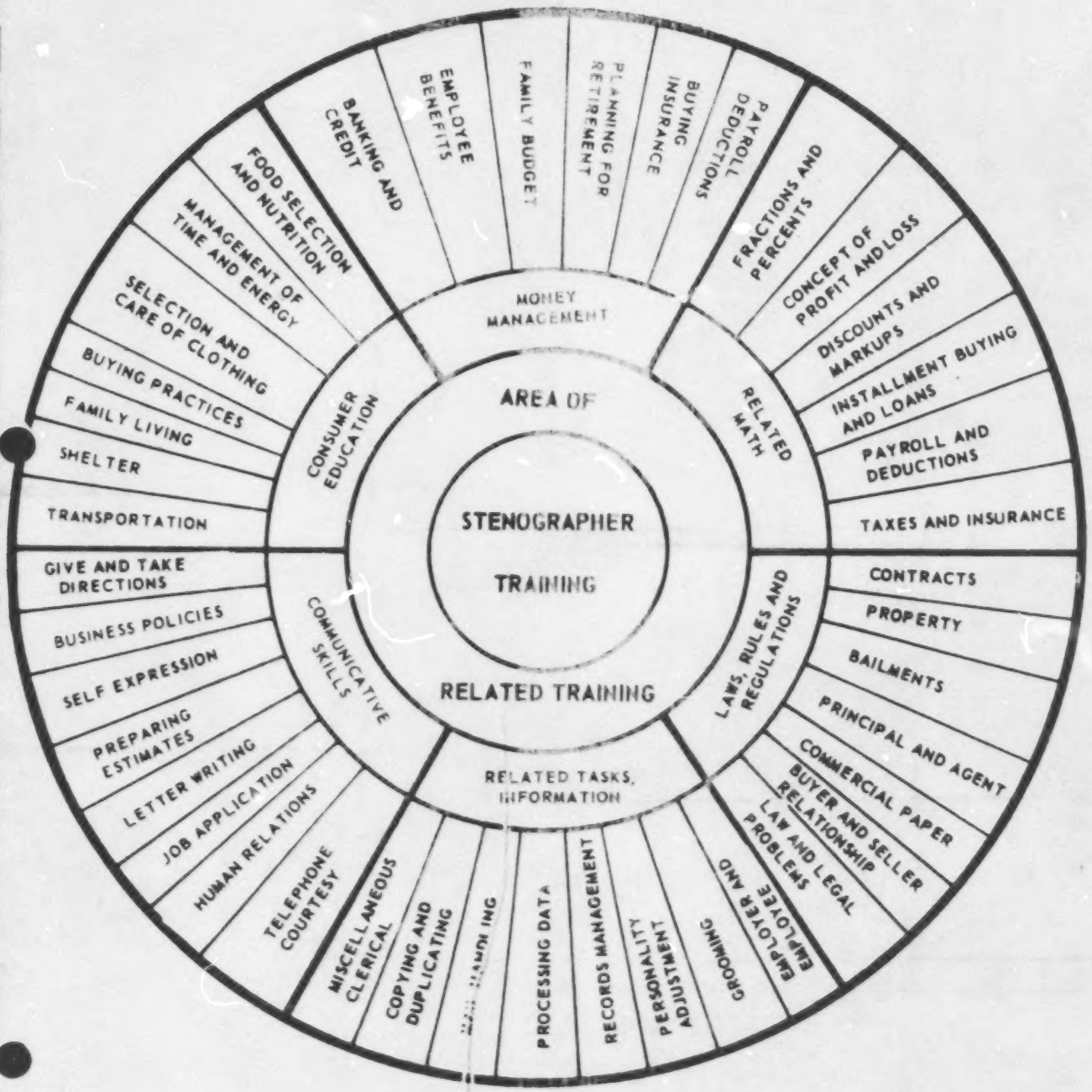
Occupations Related to Drafting



TRAINING CHART



ZONED ANALYSIS



GENERAL OBJECTIVE # 3: TO HELP STUDENTS DEVELOP DESIRABLE ATTITUDES TOWARD WORK AND TO APPRECIATE THE DIGNITY OF EVERY OCCUPATION

SPECIFIC OBJECTIVE	ACTIVITY
To aid the student in discovering variables in the world of work	List seven jobs that require little or no skill (elementary level of formal education). List seven jobs that require some specific skills (high school or post high school training). List seven jobs that require considerable amount of skill or training (college or advanced technical training). List some occupations that appear to be overcrowded. List some jobs which are changing. Discuss differences in students' lists.
To provide the student with information about himself and the job so that he might be able to take purposeful steps toward opportunities in field of employment	View filmstrip "What is a Job?" Discuss different words for job. Select three or four various occupations and complete attached checklist, "I Investigate an Occupation." (Page 66) Prepare "Rating Chart" on selected occupations. (Page 67)

EVALUATION	RESOURCE
Teacher observation: Does the student understand that different skill levels are necessary for entry into work?	Newspaper Want Ads Career Kit, Science Research Associates, Inc., 1968-69. Career Kit, Careers.
Did students complete enough comparisons and rating charts to establish relationships between personal qualities and occupational requirements?	Books: Peterson, Eleanor, Successful Living, Allyn and Bacon, 1964. Dictionary of Occupational Titles, U.S. Government Printing Office, 1965. Filmstrip: "What Is a Job?" Color, 25 minutes, Society for Visual Education, Division General.

I INVESTIGATE AN OCCUPATION

1. Name of the occupation _____
2. Job title _____
3. Exactly what does the worker do? _____

   _____
4. What tools or equipment does he use? _____

   _____
5. Does job require: High school education? ____ College? _____

   Technical school? _____ Other? _____
6. What qualifications, other than educational, are necessary?

   Physical _____

   Mental _____

   Aptitude or personality ____
7. What are the working conditions and hours? _____
8. In what kind of business is this job found? _____
9. In what geographic location is this job found? _____
10. What are the opportunities for advancement? _____

    _____
11. List as many related jobs as you can. _____

    _____
12. What interests of yours would this job satisfy? _____

    _____
13. What abilities of yours is this job related to? _____

    _____
14. Will this job require more or less employees in the future? _____

    _____
15. What equipment will I be required to purchase? _____

RATING CHART FOR _____
(Job Title)

Ability to be Rated	Occupational Requirements	Our Level of Ability	Comparison (+ or -)
1. Mental Ability			
Abstract reasoning	_____	_____	_____
Numerical ability	_____	_____	_____
Verbal ability	_____	_____	_____
Visualization	_____	_____	_____
Mechanical knowledge	_____	_____	_____
2. Personal Qualifications			
Dependability	_____	_____	_____
Ability to work alone	_____	_____	_____
Good grooming	_____	_____	_____
Tact and diplomacy	_____	_____	_____
Industriousness	_____	_____	_____
Self-confidence	_____	_____	_____
3. Physical Requirements			
General good health	_____	_____	_____
Vision	_____	_____	_____
Hand-eye coordination	_____	_____	_____
4. Special Talents			
Artistic	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

SPECIFIC OBJECTIVE	ACTIVITY
o learn various methods of classifying ccupations	Introduce three broad areas of work situations: 1. People (Social) 2. Ideas (Abstract) 3. Things (Concrete) Ask students to list five or more jobs under each heading above. Use attached form as a guide. (Page 70) Discuss skill classifications as: 1. Professional, semi-professional, and managerial 2. Skilled 3. Semi-skilled and unskilled Provide students with list of occupations to be classified as to skill level. Select five jobs and prepare job descriptions consisting of usual duties, preparation, personal qualifications, related interests, advantages, and disadvantages. (Page 71)

EVALUATION	RESOURCE
Request pupils to classify occupations as to required skills.	Book: Peterson, E.M., Successful Living, Chapter 24 and Workbook, Allyn and Bacon, 1964. Bulletin: Job Guide for Young Workers, U.S. Department of Labor.
Have students discuss acquisition of licenses and certificates required for performance of duties.	Career Kit, Careers. Pamphlets: Science Research Associates, Inc. Our World of Work Choosing Your Career What Employers Want

AREAS OF WORK SURVEY

1. List five occupations in each area where one would work with:

People	Ideas	Things

2. Classify the following occupations according to:

1 = Professional, Semi-professional, and Managerial Workers
2 = Skilled Workers
3 = Unskilled or Semi-skilled Workers

a. Barber ___ ___
b. Carpenter ___ ___
c. Dentist ___ ___
d. Farmer ___ ___
e. Fireman ___ ___
f. Photographer ___ ___
g. Policeman _____
h. Postal Worker _____
i. Office Clerk _____
j. Repairman _____
k. Service Station Attendant _____
l. Teacher _____

JOB DESCRIPTION CHART

Name of Job Description: _____

Usual Duties	Preparation	Personal Qualifications	Related Interests	Advantages	Disadvantages

GENERAL OBJECTIVE # 4: TO PROVIDE THE STUDENTS WITH OPPORTUNITIES TO ACQUAINT THEMSELVES WITH THE AMERICAN ECONOMIC SYSTEM IN RELATION TO THEIR FUTURE CAREER DEVELOPMENT, THE WAYS IN WHICH IT PROVIDES JOBS, AND THE RELATIONSHIP OF A CHANGING ECONOMY TO THAT DEVELOPMENT

SPECIFIC OBJECTIVE	ACTIVITY
To acquaint each student with "his" role in the economic decisions of his society (a) Budget (b) Take-home pay (1) Taxes (2) Insurance (3) Social Security (4) Retirement	Analyze payroll deductions; i.e., stubs of an electrician, a teacher, and a carpenter. Discuss using attached "Teacher's Overview on Income Tax" and "Social Security Tax." (Pages 74 and 75) Obtain resource person from any insurance company, Social Security office, or others. Plan a panel discussion with select representatives. For example, one from the employment office could discuss the fringe benefits in the world of work. Discuss how self-employed individuals participate in these economic decisions. Collect data from newspapers and magazines concerning economic changes. Prepare a one-week sample budget with a given amount of money. Distribute this into goods and services to meet one's needs. (Page 76) Make three columns with headings, "What Parents Provide," "Your Expenditures," and "Sum Total of Both." Use estimated cost for each. Display different budgets on bulletin boards. Make suggested budgets to fit student needs. Use overhead projector to show attached chart "Flow of Money." This will help to clarify section "b" of the specific objective. (Page 77)

Appendix #63

career educational planning

CAREER EDUCATIONAL PLANNING

Introduction

Occupational education is a fundamental necessity for an individual's well-being. It must do more than provide a job skill as an immediate utility. It must provide a broad education and a marketable skill suitable to the changing times and needs.

The orientation of the student to the total occupational environment will be advanced through information to him on when to start training, how to proceed with desired training, where training may be secured, and what kind of training will be required to achieve his objective.

After a student has completed his formal education in preparation for his career, he is faced with enumerable problems on how and where to find the right job in the pursuit of his vocation. He must be properly informed as to the opportunities and agencies available to assist him in making his decision.

GENERAL OBJECTIVES

1. To provide information for requirements for admission into various occupational training programs

2. To provide the student with principles involved in selecting a program to fit each individual's need

3. To assist the student in selection of educational and occupational programs available for vocational preparation

4. To familiarize the student with types of institutions that normally provide training for his selected occupation

5. To provide the student with information on ways of evaluating schools

6. To develop an understanding of the need for continued education or training in the various career fields

7. To acquaint the student with financial assistance programs available

8. To acquaint the student with types of employment agencies and their functions

GENERAL OBJECTIVE # 1: TO PROVIDE INFORMATION FOR REQUIREMENTS FOR ADMISSION INTO VARIOUS OCCUPATIONAL TRAINING PROGRAMS

SPECIFIC OBJECTIVE	ACTIVITY
To assist the student in becoming aware of: 1. Admission policies of several principal kinds of occupational training programs	Have students make charts showing specific requirements for admission to various training programs. Include such requirements as: Subjects Special tests and test dates (deadlines in red) Interviews Class standing Age Transcript of record (Transfer the information to transparencies for class use.)
2. The need to check admission requirements to determine eligibility to apply for admission	Have each student assume the role of admissions officer. Have him write a letter to his own parents informing them that their child has been denied admission to a specific program. Include reasons and methods of obtaining a second chance to be admitted. Invite representatives from various training programs to discuss admission policies and requirements. Make a downtown window display of brochures and other printed information about adult training programs. Stress admission policies of each. Include such programs as those found in: Trade schools Area vocational and technical schools Colleges and universities Technical institutes High school vocational programs Business schools Present this information through a program to civic clubs and other organizations.

EVALUATION	RESOURCE
The teacher's observations are very important in evaluating benefits received by the students in each activity. Students' attitudes, involvement, participation, and results reflect a means of evaluating the merits of each activity. Quality of report handed in by student on this unit Reaction of students to guest speakers Public responses made by civic clubs and other organizations	Catalogs and brochures available from colleges, universities, vocational schools, business schools, technical schools, and trade schools. Filmstrips: "Your School Record Is Important," Guidance Associates. Check film catalogs for other appropriate filmstrips and films. Books: Directory of Vocational Training Sources, Science Research Associates, Inc. College Entrance Guide, Grosset and Dunlap.

GENERAL OBJECTIVE # 1 (continued)

SPECIFIC OBJECTIVE	ACTIVITY
3. Non-refundable admission fees that are charged by many schools	Teacher should call to the attention of students and explain why.
4. The possibility of failure to be accepted if not qualified	Have students check available school catalogs to insure familiarity with requirements for the programs they are interested in.

EVALUATION	RESOURCE
Have students locate statements in available catalogs indicating non-refundable admission fees. Ask students to explain the reason(s) for not returning this fee.	Catalogs and brochures available from colleges, universities, vocational schools, business schools, technical schools, and trade schools

GENERAL OBJECTIVE # 2: TO PROVIDE THE STUDENT WITH PRINCIPLES INVOLVED IN SELECTING A PROGRAM TO FIT EACH INDIVIDUAL'S NEED

SPECIFIC OBJECTIVE	ACTIVITY
To stress that the educational process must not stop upon graduation from high school	
A. College or university selections	Schedule counselor interviews.
1. Systematic approach to appropriate additional education depends on the needs, abilities, goals, and resources of the individual.	Schedule interviews with representatives from colleges and universities. Have students write letters to selected institutions for handbooks. Arrange for speakers for a career day.
2. The following questions are appropriate for the students to consider. a. Which colleges offer courses in the career fields that I have chosen or am considering? b. Do I have a preference as to the location of the college? c. Is it advantageous to live at home while in school, or should I consider schools at which I may board and room? d. What type of financial aid will I need, and what are the sources of possible aid? e. Do I want to attend a large, medium, or small college? Why? f. Am I particularly interested in a private or state supported institution? g. How do I feel about coeducational institutions? h. Do the results of my college entrance examinations and my past high school grades allow me to select the institution I wish to attend?	Assign detailed investigation report to each student. Include self-assessment of: Academic achievement Mental ability Aptitudes Interests Personality assets and liabilities Physical assets and liabilities Financial resources Family attitudes Personal values Have students complete the answers to questions in objective A-2.

EVALUATION	RESOURCE
Students' reactions to interviews and guest speakers	Books: Turngren, Annette, Choosing the Right College, Harper and Bros.
Teacher's review of the quality of written material handed in	Is College for Me? Sterling Publishing Company. Hodnett, Edward, Which College for You? Harper and Bros. Handbooks from individual universities and colleges.
Student attitude, involvement, participation, and follow-through reflect a means of evaluating the merits of each activity.	Pamphlets: College Careers and You, Science Research Associates, Inc. Comparative Guide to American Colleges, Guidance Associates. How to Select a School or College, No. 142, Good Housekeeping Bulletin Service.
A careful review of these papers will indicate whether or not the student is serious about his selection of a college or university.	

SPECIFIC OBJECTIVE	ACTIVITY
i. Of the institutions under consideration, am I sure that they are fully accredited? j. Do they all offer the required courses I will need for my chosen field? k. Does the school offer the educational opportunities of the liberal arts as opposed to the purely technical?	
B. Vocational or technical selections 1. Many students desire to further their education in work fields which do not require college or university learning.	Encourage general class discussion regarding dignity of jobs in any job family from the unskilled through the professional.
2. The following questions are appropriate for students considering technical occupations.	Explain vocational programs available in local schools and visit selected schools and specific classes.
a. Which technical institutes offer the specific course training I need?	Schedule individual conferences with counselors.
b. Do the results of the aptitude tests taken in high school warrant my taking that specific course training?	Invite speakers from selected industries.
c. Do I have any physical or mental disabilities that would prohibit me from engaging in my chosen vocation?	Schedule interviews with representatives from schools (include armed forces).
d. Is the school I chose on the list approved by the National Council of Technical Schools?	Have students write to selected schools for school handbooks. Include in-class study of these handbooks.
e. Do I have the finances to pay for tuition, books, board, and room? If not, what are the avenues open to me for scholarships, loans, etc.?	
f. What are the job opportunities which will open upon my completion of school?	Present labor statistics by the use of graphs, charts, and pictures. Suggest this be done by the students.

EVALUATION	RESOURCE
Do students show an increased desire to learn more about a particular school or vocation after these interviews?	Books: American Trade Schools Directory and Supplement Service, Croner Publications. Directory of Vocational Training Sources, Science Research Associates, Inc. Spiegler, Charles, and Martin Hamburger, If You Are Not Going to College, Science Research Associates, Inc. Looking at Private Trade and Correspondence Schools: A Guide for Students, American School Counselor Association and National Vocational Guidance Association. Handbooks of individual technical schools. Pamphlets: Splaver, Sarah, After High School--What? Occu-Press. Scates, Alice Yeoman, Programs Below the Bachelor's Degree Level in Institutions of Higher Learning, Bull. No. 9-FS5.3:955.9, Superintendent of Documents, United States Government Printing Office.

GENERAL OBJECTIVE # 3: TO ASSIST THE STUDENT IN SELECTION OF EDUCATIONAL AND OCCUPATIONAL PROGRAMS AVAILABLE FOR VOCATIONAL PREPARATION

SPECIFIC OBJECTIVE	ACTIVITY
To investigate types of training programs available	
A. High School 1. Distributive Education 2. Business and Office Education 3. Trade and Industrial Education 4. Vocational Agriculture 5. Vocational Home Economics 6. Cooperative Vocational Education 7. Health Occupations Programs 8. Technical Education	Explanation of vocational programs in the local school by: Vocational class instructor Students presently enrolled in vocational classes Explanation of vocational programs not in local school system by: Vocational-rehabilitation counselor Area vocational and technical school counselor Students presently enrolled in area vocational technical school
B. Vocational Rehabilitation	
C. Universities and Colleges	Invite career day guest speakers.
D. Junior Colleges	
E. Trade Schools	Invite guest speakers from different areas such as industry.
F. Vocational-Technical Schools	Assign individual research projects. (The students should select an area in which they are interested.)
G. Apprentice Training	
H. Technical Institutes	Filmstrips
I. Business Schools	Field trips
J. Adult Education	

EVALUATION	RESOURCE
The teacher observations are very important in evaluating benefits received by the students in each activity. Student's attitude, involvement, and participation reflect a means of evaluating the merits of each activity. Student response to questions on high school vocational programs	Bulletins, pamphlets, brochures, and college catalogs from selected schools. Representatives from schools and training programs. Teachers Counselors Students from area vocational and technical schools.
Quality of materials turned in	
Student reaction to films and field trips	Films:
	Material on apprentice training may be obtained from different trade unions and professional organizations.

GENERAL OBJECTIVE # 3 (continued)

SPECIFIC OBJECTIVE	ACTIVITY
K. Special Schools 1. Manpower Development Training Act programs 2. Handicapped 3. Industrial training 4. Company schools	Make students aware of all special programs.

EVALUATION	RESOURCE
Determine by listening to students' questions whether or not they understand the importance of these special programs.	Book: Career Development Workshop, Kansas State Department of Education.

GENERAL OBJECTIVE # 4: TO FAMILIARIZE THE STUDENT WITH TYPES OF INSTITUTIONS THAT NORMALLY PROVIDE TRAINING FOR THEIR SELECTED OCCUPATION

SPECIFIC OBJECTIVE	ACTIVITY
To investigate types of institutions giving occupational training (more details on pages 134-143)	
A. Secondary schools 1. College preparatory 2. Vocational 3. Technical 4. Occupational	Arrange for representative from various schools to discuss their schools. Have class prepare questionnaire to be used for college day programs.
B. Vocational-technical schools 1. Secondary level 2. Post-secondary level 3. Adult training 4. Non-college credit	Study catalogs and brochures of various types of schools. Have students work up a classification system for the various types of schools.
C. Junior colleges 1. Terminal programs 2. Liberal arts programs	
D. Technical institutes 1. College level work 2. Associate or bachelor degree 3. Emphasis on "doing" 4. Sample programs	Have panel discussion on merits and deficiencies of certain types of schools. Use appropriate films and filmstrips.
E. Colleges 1. Degree granting institutions give bachelors and some masters 2. One- or two-year programs also available	Contact people with specific skills in regard to the types of schools attended.
F. Universities 1. Public and private 2. Undergraduate and graduate degrees	Look through want ads in newspapers and magazines for advertisements of schools and have class type and evaluate the schools.
G. Professional schools 1. Generally graduate level 2. Generally part of college or university 3. Regulated by appropriate profession 4. Examples a. Dental b. Medical c. Chiropractic d. Osteopathy e. Nursing f. Law g. Seminary	Have students select five different occupations and develop variable programs for preparation. List specific schools with reason for choice. Have student assume role of a school representative and give appropriate talk. Have two students enact a home interview with one taking the role of school representative.
H. Various private schools 1. Specific occupations 2. Examples a. Business b. Art c. Cosmetology d. Music	

EVALUATION	RESOURCE
The teacher's observations are very important in evaluating benefits received by the student in each activity. Student's attitude, involvement, and participation reflect a means of evaluating the merits of each activity. Quality of student's materials on assignments Student's participation in panel discussion Student's eagerness to participate in this learning situation	Bulletins, pamphlets, brochures, and college catalogs from selected schools. Representatives from schools and training programs. Teachers Counselors Students from area vocational and technical schools. Films: Material on apprentice training may be obtained from different trade unions and professional organizations. Films and filmstrips available from Science Research Associates, Inc. Many colleges and universities have films and filmstrips on their schools.

SPECIFIC OBJECTIVE	ACTIVITY
e. Barber f. Welding g. Electronic h. Data processing i. Drafting j. Meat cutting k. Modeling l. Air line employees m. Civil service employees I. Special schools 1. Manpower Development Training Act--Programs implemented by Vocational Education and Oklahoma Employment Security Commission; i.e., farm machinery operators 2. Industrial oriented schools 3. Schools for specific needs a. Mentally handicapped b. Physically handicapped J. Correspondence schools 1. State schools a. Secondary level b. College level c. Graduate level 2. Private schools K. Company sponsored schools 1. Private companies set up special training classes 2. Mostly for up-grading 3. On-the-job and in-service training L. Union sponsored schools 1. Specific occupational trades 2. Usually short term M. Military schools 1. The major service academies 2. Independent military junior colleges and secondary schools N. Armed forces schools 1. In each of the services 2. Training for specific jobs For additional information on most of these schools, see attached supplement.	

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EVALUATION	RESOURCE

TYPES OF EDUCATIONAL INSTITUTIONS

I. Secondary schools

A. Many school systems have secondary school programs designed to give a student a salable skill upon completion of the program.

1. When available to high school students, the programs become a part of their high school experience.

2. Some of the programs may be available for graduates and for adults.

B. Several types of programs are offered.

1. Vocational includes business, trade and industries, health occupations, vocational agriculture, and vocational home economics.

2. Technical includes such programs as electronics and drafting.

C. Generally, there is no special certificate given for completion of these programs other than a high school diploma. The specific courses would be listed on a high school transcript. Area schools do give certificates.

D. Some students participating in these programs will attend college or other post-secondary institutions using the obtained skills for an avocation or for financial assistance in going to college.

II. Vocational-technical schools

A. These are schools with programs designed to train students for specific job areas.

1. General academic courses are not offered. Subjects such as English and mathematics are adapted to the vocational and technical goals of the students.

2. Area schools have some programs for secondary students and some programs for graduates and adults.

3. It is not necessary to be a high school graduate to enroll in Oklahoma State Tech, Okmulgee; however, there is a minimum age requirement for non-high school graduates.

a. This is a residential school with a large variety of programs.
b. This school is organized on a trimester basis.

4. Some of the programs available at these schools include:

a. Commercial art
b. Drafting
c. Bookkeeping
d. Baking
e. Auto mechanics
f. Electronics
g. Welding
h. Body work (vehicles only)

B. The courses given at these schools are not recognized for college credit.

C. Certificates are given upon completion of a specific course of instruction.

D. The placement service provided by these schools has proven more than adequate to assure graduates of available jobs.

E. Every effort is made to insure capable and worthy instruction.

F. New programs are introduced regularly when the need demands and the resources are available.

III. Junior colleges

A. These are two-year schools that offer an associate degree.

1. Most junior colleges now offer some terminal programs that prepare a student to enter the field of work upon completion of the course of study. Such programs are drafting, photography, auto mechanics, office practice, and secretarial.

2. Most of the schools also have liberal arts programs that prepare a student for entry as a junior into a college or university at the end of any semester.

B. These schools are supported and regulated by the State or by a community or by a religious organization.

C. Usually the only entrance requirement is a high school diploma.

D. Most Oklahoma schools have dormitory facilities, but in many states cafeteria and dormitory services are not provided.

E. Academic accrediting agencies evaluate these schools. Often a state college or university will endorse (recognize) the credits of a non-accredited school.

F. These schools have successful placement services.

IV. Colleges

A. These schools are established to give work that leads to a bachelor's degree in a specific area.

1. Schools are authorized to grant degrees in such fields as English, history, art, journalism, foreign language, political science, etc.

2. Most colleges give graduate work leading to a master's degree.

B. Some of these schools have special one- and two-year programs in such fields as business, clerical, business secretarial, and commercial art.

1. The credits given for these courses constitute regular college credits and could be applied to a degree program.

2. The student who does not want a degree can take a minimum amount of general academic work. In some cases no general courses (English, history, mathematics) are required.

C. These schools are usually supported and regulated by the State, a religious organization, or occasionally by a private non-religious organization.

D. These schools have specific entrance requirements listed in their current catalogs.

E. The value of the diplomas given is determined by the accreditation of the school.

1. Some non-accredited schools may be endorsed by one or more of the state colleges or universities.

2. Some religious organizations make no attempt to have their schools accredited.

F. These schools have effective placement services.

V. Technical institutes

A. Oklahoma has three technical institutes located in Oklahoma City, Stillwater, and Okmulgee.

1. These institutes are a part of Oklahoma State University.

2. These institutes use the entrance requirements of the University.

B. Some of the technical programs offered are:

1. Aeronautical

2. Construction

3. Drafting Design

4. Electronics

5. Fire Protection

6. Petroleum

C. Most of the programs are two-year programs offering an associate degree.

D. Some degree programs are available.

E. All credits are recognized college credits.

F. The courses are designed for the student who prefers to major in "doing" more than in theory.

G. The placement service has proved to be quite adequate.

VI. Universities

A. These schools are composites consisting of two or more colleges and offering a number of degrees on the undergraduate and graduate levels.

B. These schools are usually supported and regulated by the State, a religious organization, or occasionally by a private non-religious organization.

C. These schools have specific entrance requirements listed in current catalogs.

D. The value of the diplomas given is determined by the reputation of the school.

E. These schools have very effective placement services.

VII. Professional schools

A. These schools are generally on a graduate level.

B. They seek to train a person for a certain profession.

C. Some of the professional training includes:

1. Dental
2. Medical
3. Chiropractic
4. Osteopathy
5. Nursing
6. Law
7. Seminary

D. Each school has its own entrance requirements and degree standards.

E. These schools are sometimes regulated by the appropriate profession.

F. Entrance is selective and sometimes difficult to obtain.

G. Many of these schools are associated with colleges and/or universities.

VIII. Various private schools

A. Almost every type of occupation has schools that are organized to train for that field.

B. Examples of these schools are:

1. Business
2. Art
3. Cosmetology
4. Music and Conservatories
5. Barber
6. Welding
7. Electronic
8. Data Processing
9. Drafting
10. Meat Cutting
11. Modeling
12. Air Line
13. Civil Service

C. It is generally left to the individual to determine if such a school is worthwhile.

D. Students and parents or guardians are urged to thoroughly investigate curriculum offerings, financial costs and obligations, and the specific occupations for which the students will be qualified after completing the course <u>before signing a contract</u>.

IX. Special schools

A. Manpower Development Training Act supplies funds to qualified special schools.

1. These programs are implemented by Vocational Education and Oklahoma Employment Security Commission.

2. Examples of these are training programs for farm machinery operators, machinists, and sewing machine operators.

3. These are short-term programs of from six to sixteen weeks.

B. Industrial oriented schools are sponsored by the State Department of Vocational and Technical Education in cooperation with existing or new industries wishing to locate in Oklahoma.

C. Schools are designed for the mentally handicapped and the physically handicapped.

X. Correspondence schools

A. State schools offer correspondence courses on several levels.

1. Some colleges and universities offer accredited courses on the secondary level and on the college level.

2. The University of Missouri offers graduate courses.

3. The University of Nebraska offers a program leading to a high school diploma by correspondence.

4. High schools in Oklahoma can give credit only for correspondence work through one of the state schools.

5. Each college restricts the number of college credits that can be earned through correspondence.

B. Private schools offer correspondence courses.

1. Such schools as international correspondence schools offer many courses on many levels.

2. Prospective students should investigate claims of such schools and make certain that appropriate goals can be met by successful completion of work.

GENERAL OBJECTIVE # 5: TO PROVIDE THE STUDENT WITH INFORMATION ON WAYS OF EVALUATING SCHOOLS

SPECIFIC OBJECTIVE	ACTIVITY
To inform the student of the physical and economical quality of the school Age and background of the school Financial status of the school where pertinent Size of the school Buildings, facilities, and equipment (library for colleges) Availability of room and board To inform the student of the professional quality of the school Recognition of the school State Department of Education Local school officials Community (of the school) Appropriate accrediting agencies Potential employers Veterans' Administration for training under GI Bill Teaching staff Training and experience Tenure Curriculum of the school Courses available Advanced training available Value of diploma or certificate Recruitment program of the school Use of professional staff members or professional salesmen Entry requirements Type of contractual obligation and methods of payment Job placement promises To evaluate the school for personal gains Type of school most suitable for a specific occupational goal University College Vocational-technical school Privately owned college Short-term private school Correspondence school	Guide a study of individual catalogs. 1. Each student to study a different school 2. Class to determine things to look for in a catalog Direct college visits. 1. Arrange to visit a school or class (if possible) 2. Arrange for visit by individual students to schools 3. Students to prepare a questionnaire 4. Students to give oral or written evaluations 5. Students to write letters of appreciation to appropriate officials Have students correspond with school of their choice. 1. Write for lists of accreditation from appropriate agencies 2. Write for information from U.S. Department of Education 3. Write for information from State Department of Education 4. Write for specific evaluations from Chambers of Commerce and Better Business Bureaus Organize debates and/or panel discussions. 1. Private versus public schools 2. Colleges versus universities 3. Colleges versus technical-vocational schools 4. Correspondence versus residential Schedule interviews and visits. 1. Representatives from schools 2. Businessmen and professional people to visit class 3. Students to visit people in town

EVALUATION	RESOURCE
The teacher's observations are essential in evaluating benefits received by the student in each activity. Response of the student to questions regarding subject matter coverage Quality of materials or reports handed in by the students Student's knowledge of various training schools Reaction of students to guest speakers	Books: Bogue, Jesse P., American Junior Colleges, American Council on Education. Cohen, Nathan, Vocational Training Directory of the United States, 3rd Edition, Potomac Press. Lovejoy, Clarence E., Lovejoy's Vocational School Guide, Simon and Schuster, Inc. Directory of Vocational Training Sources, Science Research Associates, Inc. Miller, I.W., and W.J. Hamilton, The Independent Business School in American Education, McGraw-Hill, Webster Division. Encyclopedia of American Associations, Gale Research Company. Catalogs and annuals are available from various universities, colleges, and private schools. Lists of accredited schools for specific jobs are available in the vocational guide sets published by Chronicle Guidance Publications, Inc. Careers, Inc. Pamphlets: Approved Schools of Practical Nursing, National Association of Practical Nurse Education, Inc. Accredited Dental Hygiene Programs, American Dental Association. Directory of Business Schools, National Association and Council of Business Schools.

GENERAL OBJECTIVE # 5 (continued)

EVALUATION	RESOURCE
Economical factors in evaluation Cost of tuition Cost of books, equipment, tools Cost of commuting or of room and board Financial help available	

EVALUATION	RESOURCE
	Directory of Schools and Colleges Offering Courses for Training of Managers, Supervisors, and Workers in the Hotel and Restaurant Industry, National Council on Hotel and Restaurant Education. Directory of National Trade Associations, U.S. Department of Commerce. 25 Technical Careers You Can Learn in 2 Years or Less, U.S. Office of Education Don't Overlook the Business College, United Business Schools Association. Book: Health Careers Guidebook, U.S. Department of Labor. Further sources of information: List of approved schools and programs, National Council of Technical Schools. List of approved schools, Engineers' Council for Professional Development. List of approved schools in any medical field, American Medical Association. Directory of Catholic Schools, National Catholic Welfare Council. United Business Schools Association National Association and Council of Business Schools Associated Master Barbers and Beauticians of America

GENERAL OBJECTIVE # 6: TO DEVELOP AN UNDERSTANDING OF THE NEED FOR CONTINUED EDUCATION OR TRAINING IN THE VARIOUS CAREER FIELDS

SPECIFIC OBJECTIVE	ACTIVITY
To help the student realize:	
On-the-job training opens the door to positions of greater responsibility and greater wage-earning power.	Schedule students presently working in on-the-job experiences to report their experience to the class. Conduct a survey of local industries that provide on-the-job training.
The first job need not be considered the end of the line. Technology and automation influence change in occupations.	Conduct interviews with people on the street regarding relationship of present employment with that first job and method of advancement. Record interview by use of tape recorder.
Drop-outs may take advantage of various available programs. For example: Public Programs Area Vocational-Technical Schools Apprentice Programs Residential Trade Schools Private Schools	Prepare a follow-up study of dropouts from the local community.
The changing world of work requires adults to return for training as an upgrading situation or for re-training for a new job.	Arrange for speakers to bring information to the class concerning job advancement through correspondence study and night classes. Invite specific resource persons to speak on adult education.
The age of automation creates a tremendous need for additional education or training.	Assign written reports on: 1. The changing occupational world 2. Occupations that will continue to exist during the students' lifetimes. Arrange panel discussion on new jobs created by automation. Show filmstrips listed under instructional materials.

EVALUATION	RESOURCE
Results of local survey of industries	Current newspapers and magazines
	Correspondence study from various colleges
	Tape recorder and blank tape
Number of dropouts inquiring about on-the-job training	Handbook:
Reaction of students to resource personnel	
Quality of reports handed in as assignments by the students on this unit	Filmstrips: "Preparing for the Jobs of the 70's," Guidance Associates. "The Empty Lot," U.S. Office of Education, Bureau of Vocational Education Research.
Participation by students in discussion from panel presentation	
The teacher's observations are very important in evaluating benefits received by the students in each activity.	

GENERAL OBJECTIVE # 7: TO ACQUAINT THE STUDENTS WITH FINANCIAL ASSISTANCE PROGRAMS AVAILABLE

SPECIFIC OBJECTIVE	ACTIVITY
To help the student realize that many types of financial programs are available to the student to assist him in gaining his desired educational goals in life	Lecture to class on means of obtaining financial assistance.
Fellowships Universities, colleges Private industries, organizations Private individuals, foundations	Invite representatives of schools and organizations to discuss their means of assistance.
Scholarships Universities, colleges Private industries, organizations Private individuals, foundations Federal government U.S. Higher Education Act, 1965 Armed Forces Education Assistance Programs Armed Forces Reserve Officer Training Corps Veterans' Administration Armed Forces Academies Merchant Marine Academy Coast Guard Academy Bureau of Indian Affairs	Have students practice filling out application blanks.
Grants Vocational rehabilitation National Defense Education Act, 1958 Veterans' Administration (GI Education Benefits) Nurse Training Act, 1964 Private industries, organizations Private individuals, foundations	Insure that students begin to consider their financial status and ability to attend certain types of institutions.
Loans National Defense Education Act, 1958 Private individuals, foundations Guaranteed student loans Commercial banks and savings and loan associations	Make students aware of the need for a confidential report of parents' financial status.

EVALUATION	RESOURCE
Survey of parents to determine if they have been made aware of availability of financial programs to aid students Personal inquiries of student Reaction of students to guest speakers	Pamphlets: Financial Assistance, Oklahoma State University, Director of Student Affairs. Financial Aids Program, University of Oklahoma, Director of Student Affairs. Need a Life, American Legion Education and Scholarship Program, Americanism Division. Financial Aid for Higher Education, Superintendent of Documents, U.S. Government Printing Office.
Quality of written materials handed in to the teacher	Guidelines for Pupil Services, Wisconsin Department of Public Instruction. Educational Assistance, Veterans' Administration.
Follow-up study to see if student took advantage of financial programs available Personal inquiries of students The teacher's observations are necessary in determining benefits received by the students in each activity. Student attitude, involvement, and participation reflect a means of evaluating each activity.	The Bulletin of the National Association of Secondary-School Principals, Vol. 49, No. 301, National Education Association. General Motors Educational Opportunities, General Motors Corporation. Careers, Oklahoma State University, School of Technical Training. Medical Education Loan Guarantee Program, American Medical Association. Scholarships and Fellowships Available to Institutions of Higher Education, U.S. Office of Education.

GENERAL OBJECTIVE # 7: (Continued)

EVALUATION	RESOURCE
Special programs Neighborhood Youth Corps Vocational Education Act, 1963 Vocational Amendments of 1968 Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963 Manpower Development and Training Act, 1963 Work Study Program of the U.S. Higher Education Act of 1965 Adult Education Program, Basic Education, State Department of Education State Welfare Programs Social Security Programs Farmers' Home Administration	Invite representative of Vocational Rehabilitation, Welfare Agencies, and Social Security Agencies to explain their programs.

EVALUATION	RESOURCE

GENERAL OBJECTIVE # 8: TO ACQUAINT THE STUDENT WITH TYPES OF EMPLOYMENT AGENCIES AND THEIR FUNCTIONS

SPECIFIC OBJECTIVE	ACTIVITY
To acquaint the student with the basic differences between the various types of employment agencies Public a. State employment service b. Civil service School placement offices a. Universities and colleges b. Junior colleges c. High schools d. Area vocational-technical schools e. Technical training schools f. Trade schools g. Private schools To inform the students of important factors concerning employment agencies Location Cost Services rendered Personal requirements Personal resume sheets	Explain the three types of employment agencies. Invite guest speakers from employment agencies and personnel directors from businesses. Plan field trips to employment agencies in the area. Separate the class into three groups and give each group an agency to research and report on. This can be done with a class debate on the pro's and con's of each. Film or filmstrips

EVALUATION	RESOURCE
Response of the students to questions about employment agencies	Small Business Administration
Reaction of students to guest speakers	Local newspapers
	Telephone directories
Class reaction of students to the field trip	Brochures and related materials from private employment agencies, school placement services, and state employment agencies.
The teacher observations are very important in evaluating benefits received by the students in each activity.	Films:
Student attitude, involvement, and participation reflect a means of evaluating the merits of each activity.	Audio-Visual Center, Oklahoma State University and University of Oklahoma "Finding the Right Job," 16mm., 10 minutes, black and white. "Community Advisory Service," 16mm., 27 minutes, black and white. "Getting a Job," 16mm., 16 minutes, black and white.

Appendix 72 Write a biography first

SELF-INVENTORY

Course studies. you like!!

School subjects you were best in.

School subjects you did least well in.

School subjects you most enjoyed studying.

Why you enjoyed them.

School subjects you disliked studying.

Why you disliked them.

List the extracurricular school activities you especially liked to take part in, and the reasons why.

List your outstanding abilities, talents, and strong points.

List your weak points.

How well do you get along with other people, your parents, friends, teachers, etc.?

What personal satisfaction would you like to derive from work?

What other information do you feel would be of interest to a prospective employer? Why would this interest him?

List jobs that you have held that you liked best.

What was there about them you liked best?

List the hobbies and leisure activities that you especially like, and the reasons you enjoy them.

List any additional ones you think you would like to have and the reasons why.

List any physical limitations which may restrict occupational choice.

Considering all of the above information, list the three jobs which you feel at this time would be most interesting to you and which you can do or can learn to do. List them in order of your preference.

1. Name of job.
   Why interested?
2. Name of job.
   Why interested?
3. Name of job.
   Why interested?

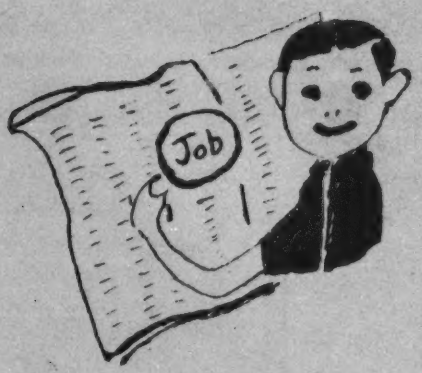
If you could have your choice of any job, which one would you choose?

Why?

List a few of your personal ambitions and tell why you want to achieve them.

Appendix 73

HOW TO FIND A JOB



INTRODUCTION

You have chosen the job you want. You know the skills and knowledge necessary to get and keep the job. You have worked hard developing the necessary skills and knowledge and now you want to go to work. The problem now is to find employers who need you to do the job you have trained for. Where do you look?

There are many places you can go to get information about employers who are looking for you and the skills and knowledge you have to offer. The more information on job openings you can find, the better your chances of choosing a company that is just right for you.

To give yourself the benefit of the greatest number of choices of places to work, you would do well to learn of all the sources of information and job openings.

For future reference, remember all the places you can go to find a job. Everyone wants to see you happily employed, but you are the only one who can make it happen.

JOB INFORMATION SOURCE EVALUATION SHEET

TITLE OF JOB INFORMATION: Local State Employment Service

Name of job you are seeking_____

Address of the Employment Service_____

Is the job you are seeking available through this agency?_____

NOTE: If the job is not available now, ask if the employment agency could help you get the job when it is available. Remember: This is for informational purposes and we are assuming you will have the necessary education and/or training.

Having completed your career investigation activities you are aware of the qualifications demanded by the job you have chosen. Do you still feel you can fulfill these qualifications? If not, explain why.

_____

_____

_____

NOTE: USE THE BACK OF THIS SHEET IF MORE SPACE IS NEEDED.

Is this a job information source you will use when looking for a job? Why? Why not?

_____

_____

_____

_____

_____

_____

_____

_____

What services can this agency offer you in your task of choosing and gaining an occupation?

JOB INFORMATION SOURCE EVALUATION SHEET

JOB INFORMATION SOURCE: Private Employment Agencies, Placement Agencies

Job you are seeking_____

Name of the Employment Agency_____

Address of the Employment Agency_____

Is the job you are seeking available through this agency?_____

NOTE: If the job is not available now, ask if the employment agency could help you to get the job when it is available. Remember: This is for information purposes and we are assuming you will have the necessary education and/or training.

Having completed your career investigation activities you are aware of the qualifications demanded by the job you have chosen. Do you still feel you can fulfill these qualifications? If not, explain why.

_____

_____

NOTE: USE THE BACK OF THIS SHEET IF MORE SPACE IS NEEDED.

Is this a job information source you will use when looking for a job? Why? Why not?

_____

_____

_____

_____

What services can this agency offer you in your job of choosing and gaining an occupation?

_____

_____

_____

JOB INFORMATION SOURCE EVALUATION SHEET

JOB INFORMATION SOURCE: Want Ads in newspapers, professional journals, or trade magazines

Job you are seeking_____

YOU MUST USE AT LEAST TWO ADS

Name of the source of the article_____

Paste the articles in the space provided:
NOTE: IF MORE ROOM IS NEEDED, USE THE BACK OF THIS SHEET.

Are you willing and able to fulfill the qualifications necessary to get this job? If not, why?

_____

_____

_____

_____

Is this a job information source you will use when looking for a job? Why? Why not?

_____

_____

_____

_____

_____

JOB INFORMATION SOURCE EVALUATION SHEET

To be used for any information source not listed on the previous 3 forms.

JOB INFORMATION SOURCE_____

Job you are seeking_____

Briefly explain this job information source:
NOTE: If persons are involved, spell their names correctly and give their address. If agencies are involved, give titles and addresses. If materials are involved, give titles and dates.

_____

_____

_____

_____

Are you willing and able to fulfill the qualifications necessary to get this job? If <u>not</u>, why?

_____

_____

_____

_____

Is this a job information source you will use when looking for a job? Why? Why not?

_____

_____

_____

_____

Appendix F

CLUSTER DEVELOPMENT EXERCISE -- SUGGESTED LEARNING SEQUENCE (In Groups)

1. List thirty occupations.

2. For each occupation in item 1, list three skills required by that occupation.

3. Group together occupations that require the same or similar skills.

4. Name each of the clusters organized in item 3 and compare with item 1.

Appendix 76

Questionnaire

There are a variety of factors which are important to different people in choosing a career. Some will be important to you; others will not be. If you will mark the items which are important to you, we can give you a list of occupations which meet your requirements. Those will be good occupations to look at first.

If you don't know the answer to a particular question or don't have a strong preference, mark the appropriate response. There is no reason to have a strong preference on every item.

Physical Limitations. Perhaps you have physical limitations that would rule out certain types of work.

1. Lifting. Could you handle medium or heavy work? That means a job that requires lifting 50 pounds or frequently lifting and carrying 25-pound objects, as well as frequent walking, standing, stooping, reaching, or moving things.

ANSWER	CODE (Circle one)
Yes, I could	YES
No, I wouldn't be able to	NO
I don't know	DK
I could, but I wouldn't want to	CD

2. Impaired Vision. Do you have seriously impaired vision?

Yes	YES
No	NO

3. Deafness. Are you functionally deaf or unable to speak?

ANSWER	CODE (Circle one)
Yes	YES
No	NO

Location. Some people have strong preference about where they live and work.

4. Region. Where are you willing to live?

I want to consider jobs only in the immediate area.	AREA
I will consider jobs only in the Northwest.	NW
I would consider jobs elsewhere in the U.S.	US

5. City Size. What size city are you willing to work in? I would consider working:

Only in a large metropolitan area (e.g., Seattle, Portland, San Francisco)	LM
Only in a small city (e.g., Eugene, Salem, Medford)	SC
Only in a small town, rural area	RUR

Annendix B

OCCUPATION INFORMATION RESEARCH WORKSHEET

Name of Occupation _____

Found in Lane County _____

Expected Monthly Wage/Hourly Wage _____

Amount of Training or Education Needed _____

Where Could You Receive Training or Education? _____

Expected Need For Within Next 10 Years in Lane County _____

Nationally _____

List at least three activities or duties you would do in this occupation:

_____

_____

_____

List at least three things that describe working conditions:

_____

_____

_____

Briefly write about your impressions of this occupation _____

_____

_____

_____

Appendix B (Page 2)

List reference books used to answer foregoing questions:

Appendix R

GUEST SPEAKER EVALUATION WORKSHEET

1. Did the speaker use words that you could understand?_____

2. Did he make his subject interesting?_____

3. List some things you learned from his visit._____

_____

_____

_____

_____

would you have him do differently?_____

_____

_____

_____

5. Would you want a speaker like him to talk to you about something of interest to you?

_____

_____

_____

_____

Appendix [redacted] FIELD TRIP INFORMATION WORKSHEET [redacted]

Destination and location of field trip _____

_____

List five things you are to look for and learn through this field trip.

_____

_____

_____

_____

_____

What occupations did you observe during field trip?

_____

_____

_____

_____

List anything you learned about any of the occupations listed above as a result of the field trip. _____

_____

_____

_____

Do you think the field trip helped you to learn more about occupations?

_____

Would you like to go on a similar field trip? _____

Appendix 74

Appendix

PARENT INTERVIEW AND OCCUPATIONAL VISIT WORKSHEET

Parent Interview

Occupation of Parent _____

List at least three activities of parent's occupation _____

_____

_____

_____

Location of parent's work _____

Training or educational requirements _____

Amount of experience required for entry _____

Advancement opportunities _____

_____

_____

Occupation Visit

Date of Visit _____

List at least three things you observed people doing while working _____

_____

_____

Describe the working conditions _____

_____

_____

_____

Appendix 8c

Give reason why you would or would not want to work in this occupation.

Cartoon reproduced from:
The Chronicle of Higher Education, June 7, 1971.

YARDLEY JONES, TORONTO TELEGRAM

"Alvin has a BA and Orville has a PhD, but Ervin has a JOB!"

What is your first reaction to the situation represented by this cartoon?

In what way (s) are schools (elementary, high schools, colleges) responsible for the situation this cartoon represents?

Should school (college) curricula be modified to reduce the possibility of such situations?

If so, what specific ways can you suggest for modifying school (college) practices?
If not, why not?

---

*Focus for discussion: By S. Stowell Symmes, Director of Curriculum, Joint Council on Economic Education, 1212 Avenue of the Americas, New York, N. Y. 10036.

HOW MANY LOAVES OF BREAD CAN YOU BAKE IN AN HOUR?

Today a group of connected machines baked 13,000 loaves of bread in one hour. It would have taken grandma from five to six hours to bake four or five loaves, or about 1 1/4 to 1 1/2 hours a loaf. The machines we saw today baked more bread in an hour than grandma could have baked in her whole life. Today our mothers don't have to spend one or two days each week in the kitchen baking bread.

In most large bakeries today, bread is made automatically from start to finish. Some bakeries are as large as two football fields. The bakery we saw today was in a three-story building. Flour and other baking ingredients go in one end of a group of connected machines, disappear from sight, and come out on the other end as fully baked bread, ready for cooling, wrapping and delivery.

Flour is brought into large silos by freight cars. Then computers take over. The flour is directed by one computer into an inside silo. The second computer directs flour into mixers. At the same time, a "brew" is made of yeast, liquid lard, liquid sugar, and liquid softener to keep the bread fresh after packing. The brew is then placed in a special room to rise. After it has risen a certain amount of flour is added to the brew, and a special machine spins the doughy mixture around until it reaches a certain texture. It is next conveyed to a molding machine.

Molding machines get the right amount of dough needed for each loaf of bread. Then the machine drops that amount of dough down a conveyor into another group of machines. This machinery flattens the ball of dough, shapes it into a loaf, and drops it into a pan. After a certain amount of time, conveyors carry many of these pans of dough to big ovens. Upon a certain signal, thousands of loaves are baked. Conveyors take the bread to coolers, to bread slicers, and then to automatic wrappers and baggers.

But this isn't all. Wrapped bread travels by conveyor belts to the loading areas where trucks stand in line to take fresh-baked bread to grocery stores, restaurants, etc. This seems simple enough.

But it isn't so. Each machine had to be designed to fit into other machines, in a conveyor system. The formula used in making the bread had to be discovered, and even the wheat which was to be turned into flour had to be chosen.

* Open Doors: School-Business Partnerships
20 West 40th St., New York, N. Y. 10018

Hopkinsx 8>

END OF THE ROAD FOR THE MIGRANT HARVESTERS*

Carlos Mendosa, a migrant crew leader, saw the tomato combine coming towards him:

"I suppose we all knew these things were coming," he said. "We had heard about them, but somehow you can't believe it until you see it. It is part of the beginning of the end for us hand and vegetable pickers."

"Isn't that sad?" we said. "After all, there are close to 300,000 workers."

"Maybe so, but look at what took place. It seemed machinery to harvest fruits and watery vegetables had the eningeers stopped. These crops usually cannot take rough handling. They also ripen at different times during the growing season. But these things only slowed down the bright boys."

*Open Doors: School-Business Partnerships
20 West 40th St., New York, N. Y. 10018

"Out there," he pointed, "you see their newest discovery. They made a tomato that will ripen at the same time and can take rough handling. Now, they are trying to build a machine that can tell the difference between green and red tomatoes. They have shaking machines that can clean a cherry tree in 3 minutes and a harvesting machine that can pick four rows of lettuce at a time. I have heard that God of these machines can harvest all the lettuce now grown in the world. Now, you tell me, where does the hand vegetable and fruit picker go from here?"

Carlos Mendosa's question is important for today. Machinery was not important in 1950. There were a great many children, migrants and Mexicans to do the work. Hand labor was cheaper than machinery. This is not true today. There are fewer workers for the farm now. People don't want to be "stoop" workers. The 200,000 Mexican workers can no longer come into the United States. The Mexicans had lived in barracks. They did not bring their families with them. The Americans want to live with their families. They want better homes and field conditions.

The wages of the American farm workers are going up. They get paid $1.33 an hour.

There was a need for more harvesting machinery. As a New England farmer said:

"We have ordered a blueberry combine. Most of the money we spend is on wages for workers, and we can't afford any more. Machinery is the only way we can keep costs down."

There are still jobs for vegetable and fruit workers. But the need for workers is going down. What can be done for these workers? There is some hope for retraining them. But many of the retraining jobs are in the area of farming. The training programs are not that good in the rural areas. They do not have the schools and the equipment to retrain them. The migrant worker usually has a very low level of education. He can only be retrained for low-skilled and menial jobs.

The Manpower Development and Training Act of 1962 (MDTA) is the main group for retraining farm workers. One group of 500 Mexican-Americans and other low-skilled people are being given on-the-job training on ranches and farms, in wineries, and in food-processing plants. The program has also relocated and found work for 13,000 workers and their families.

Carlos Mendosa's fear is real. Many migrants will pick their last crops in the next ten years. The dollar costs will be great if the unemployed harvester is to be retrained. Otherwise, he will join the large numbers of untrained people on the way to the city.

*Focus for discussion: By S. Stowell Symmes, Director of Curriculum, Joint Council on Economic Education, 1212 Avenue of the Americas, New York, N. Y. 10036.

Appendix 86A

Learning Package No. 1

UNDERSTANDING
THE CAREER CLUSTER CONCEPT

PURPOSE: It is important that you have an understanding of the high school Career Cluster Program and why it concerns you.

When you complete the package, request the Post-Test from the instructor.

Louise Hagebush
Teacher, Springfield Jr. High
Springfield, Oregon

Objectives: Upon completion of this package, you will be able to:

1. List and spell correctly the names of the Career Clusters at the high school.

2. Demonstrate in an oral report or in a short written report that you understand the Career Cluster Concept and why it is important to you.

Assignment is to complete the work sheets in this package.

Extra credit may be earned by:

Making pictures of a Cluster of your choice for the bulletin board, or, using cartoons, illustrate the script "The Cluster Concept" available from your teacher.

How To Learn:

1. Information sheet pages 2 - 4.

2. View slides, with tape narration "The Cluster Concept" available from I.E.D.

3. Refer to The Dictionary of Occupational Titles
The Occupational Outlook Handbook, 1970-71, Edition, for specific job titles.

4. Field trip to the high school.

What is the Career Cluster Concept?

Information Sheet 1

The purpose of this package is to acquaint you with the changes that are taking place in the high schools and how these changes will affect you. How does a school change? New buildings? New teachers? New Books? The answer is yes to all of these questions, but we are talking about the changes in the courses of study offered and in the way in which you will plan your high school schedule.

Teachers and administrators have realized for a long time that schools must prepare all students, not just those who are going on to college. Schools must offer courses that will help each of you to select and train for the career you will need to pursue upon leaving high school. This organization of courses around families of jobs is called the career cluster program.

A career cluster curriculum is planned to provide occupational education for all students. Occupational education becomes an important part of a school's career program. It provides a number of alternatives for students. The various occupational clusters of the curriculum are determined by classifying occupations into related groups or families with similar characteristics. The similar teachable skills and knowledges of these clusters make up the curriculum.

Jobs in Oregon have been studied and grouped to form clusters of occupations in which similar tasks are performed. An example is that of a stenographer, a secretary, a clerk-typist and many other office workers are all good typists.

1. Alternatives - a variety of choices.

Let us look at another example of the Cluster Concept as found in one of the cluster programs at the high school, entitled Sales and Marketing. This Career Cluster is very popular with both boys and girls. Some examples of typical jobs that have been studied to form this cluster are:

Sales persons

Real estate salesmen

Auto salesmen

Delivery boy

Sales managers

Advertising managers

Clerks

Route men

Grocery checker

Buyer

Sales clerks

Department managers

Salesmen for industrial equipment and supplies.

Career Cluster Concept

If you enroll in this cluster, you will become acquainted with subjects dealing with selling, buying, transporting, storing, promoting, financing, marketing research, and management for this is a field that deals with demonstrating and explaining the qualities of merchandise to customers and skill in handling the purchases of goods and services. You will also work in the school store where you will gain practical experience in selling and planning displays.

Can you now define the Cluster Program? A career cluster is composed of recognized occupations which are related because they include identical or similar skills and knowledge requirements.

A good question at this point may very well be, "how did schools decide what to teach in each cluster?"

First, jobs were studied and then grouped to form clusters of occupations in which similar tasks are performed. These "on-the-job" tasks make up the content for study. Each of the clusters is based on state manpower information identifying existing employment opportunities for a minimum of 10,000 persons within the "cluster field", and indicate a need for a minimum of 2,000 more employees to meet 5 year expansion and replacement needs.

We have viewed the slides entitled "The Cluster Concept". The jobs shown in this presentation are all related to the Health Services Cluster. Training for many of these jobs is available at Lane Community College, as the high school does not offer a health service cluster program at this time, however, you will be making 3 trips to the high school to become acquainted with the clusters that are available to you there. The clusters that you will visit are:

1. Business; Steno-Secretarial
2. Metals
3. Mechanics
4. Electrical-Electronics
5. Construction
6. Drafting
7. Sales and Marketing
8. Foods

You will have an opportunity to spend two periods in the clusters of your choice.

What is the Career Cluster Concept?

Name _____

WORK SHEET (ASSIGNMENT)

Complete and hand in for credit.

1. Without referring to the information sheets, list and spell correctly five of the clusters. Use the back of this paper to practice before completing this first activity.

   1. Mecatals
   2. electronics
   3. Automechanics
   4. makitng
   5. Foods

2. List a career cluster that interested you.

   1. Mecatals

3. Name 2 specific job titles in the career cluster named.

   1. _____ 2. _____

4. List 2 general tasks performed in these jobs that require the same knowledge or skills.

   1. Welding
   2. Construction use of mecatals

5. Give 3 examples of subjects that you will want to take during your 3 year high school program that may be useful in your choice of a career.

   1. _____ 2. _____
   3. _____

Name _____

You may wish to discuss number 5 with the teacher, the counselor, and your parents before completing.

6. Put a check by those activities which you are completing:

____ I am giving an oral report to the class about 1 of the clusters.

____ I am handing in a written report.

I wish to earn extra credit in the class by:

Illustrating a bulletin board _____

Cartooning for the script _____

Both ____

Career Cluster Concept

Post-Test

Check only those statements that are correct about the cluster concept.

1. A career cluster is composed of recognized occupations which are related because they include identical or teachable skills and knowledge requirements. ____

2. A task may be defined as work common to a number of occupations. ____

3. The jobs in each cluster require many different levels of training and ability. ____

4. If you enroll in a cluster program in the high school, you will not be eligible to enter college upon high school graduation. ____

5. Such jobs as waiter, cook, bus boy, or bartender are grouped in the Foods Service Cluster. ____

Appendix 86B

Understanding The Career Cluster Concept - No. 2

Additional Information for Teachers

By

Louise Hagebush
Teacher, Springfield Junior High School
Springfield, Oregon

Purpose: To present additional information about the Cluster Concept that may be used by teachers in meeting individual interest of the students.

(Accompanies Students' Understanding The Career Cluster Concept.)

Introduction

The Cluster Concept is being emphasized in order to help students to select a career cluster at the beginning of their high school experiences and then to take subjects that tie into their generalized goals.

The Career Cluster Concept is that occupations can be classified into logically related groups because they include identical or similar teachable skills and knowledge requirements.

The implication that career education centers on a cluster prepares students for entry into an area or field of occupations rather than a specific job and avoids commitment of a student to a narrow work specialty. It allows him alternatives as well as the ability to cope with employment changes.

Since short, easily understood materials are preferable for use with junior high students, additional information regarding the clusters is included in this package. You may wish to separate the sheets and hand out on the basis of individual interest.

Included with the slides is a copy of the script used in the tape slide show "The Career Cluster Concept" available from I.E.D. It is suggested that this be used for the individual student who may wish to review the health occupations or to use art ability to illustrate tasks performed in these occupations.

There are 10 packages designed for student use in studying the clusters. These are: Mechanics, Health Occupations, Forestry, Metals, Secretarial, Sales and Marketing, Agriculture, Foods, Electrical, and Writing a Task Analysis of Occupations.

The following recommendations are made regarding the packages:

Suggested activities may be too lengthy for some students. These students should be encouraged to complete as much of the package as possible and as their interest dictates.

Due to a lack of equipment at times, especially tape recorders, or tapes, interviews may be written or presented orally to the class. Students may work in small groups to prepare questions for the interview, and invite the speaker into the classroom.

Field trips to businesses in which the occupations of the various clusters can be seen add much to the understanding of students.

Because of time limits in completing the Health Occupations package (45 minute field trip to hospital) the book, Horizons Unlimited, free from the American Medical Association, is a valuable resource for those interested in the Health occupations.

Information Sheet 1

VOCABULARY NEEDED

1. Alternatives - variety of choices.
2. Concept - an idea.
3. Curriculum - a school's course of study.
4. Career Cluster - composed of recognized occupations which are related because they include identical or similar teachable skills and knowledge requirements.
5. Entry-level jobs - beginning jobs.
6. Family of occupations - May require many different skills and levels of abilities, but have skills and knowledge common to all.
7. Manual dexterity - skill in using your hands.
8. Occupational Cluster - see no. 4.
9. Related occupations - jobs in which 100 or more persons are employed in Oregon and which have basic similarities.
10. Relevant education - education that has meaning for you.
11. Tasks - work common to a number of occupations.
12. Task analysis - determining and ranking tasks by order of importance (2) skill and knowledge requirements of the tasks.
13. Work Experience Program (high school) - Permits students to work in a job related to the cluster he is enrolled in for school credit. Some employers are able to pay the student for his work; others are not. The emphasis is on work experience to enable the student to understand further the kind of work that is performed and to relate it to his own interest and ability.

What Is The Career Cluster Concept?

Information Sheet 2

Examples of the Career Clusters

Job Cluster: Construction

Function: Production

Construction Occupations Cluster

Painters	Plumbers
Plasterers	Roofers
Dry Wall Applicators	Construction Laborers
Cement Masons	Construction Foreman
Carpenters	

National Shortage Occupation List

Draftsman, structural

Cabinet Maker

People in construction occupations are some of the highest skilled production workers in the labor force, and the demand for these workers frequently is at a high level. Most workers are either craftsmen, equipment operators, or laborers. Usually experience or apprenticeship is necessary in seeking work in these occupations. The employment outlook is good for most occupations as the area's construction needs continue to expand.

1. (Prepared from the Lane County Employment Survey)

2. All jobs in each cluster have not been included.

3. National Shortage Occupation list may also change.

Construction: About the school curriculum

The construction curriculum is designed to prepare students for entry level employment or continued education in the broad group of occupations related to the building construction field. The curriculum includes the

skills and knowledge needed in building construction, including: measurement, layout, take off, properties and characteristics of materials, methods of structural support, manufacturing processes of building, and practices of construction, including: planning and design, application of tools and machines, fabrication processes and procedures, application of building materials, communications skills. Work experience should be part of the curriculum when possible.

Job Cluster: Electrical - Electronics

Function: Technical Services

Electricity-Electronic Occupations Cluster

Lineman	Electrical Engineer
Construction Electrician	Electronic Technician
Electrical Repairman	Appliance Repairman
Radio and TV Repairman	

National Shortage Occupations List:

Draftsmen, Electrical

Mechanics and repairman, electrical appliances

Electronic Technicians

Electricians

Electrical workers install and repair devices which are part of elaborate transmission systems. Telephone and utility linemen and servicemen, for example, are responsible for the operation of complex equipment. Electrical-Electronic occupations are found in all types of businesses as well as in government agencies.

About the school curriculum

Includes the skills and knowledge needed in electron theory including: safety, circuit definitions, basic laws, batteries, circuit analysis, magnetic and electro-magnetic principles, inductance and capacitance, transmission of power, maintenance; and related communication skills. Work experience should be a part of the curriculum when possible.

Job Cluster: Food Services

Function: Distribution

Food Service Occupations Cluster

Waitress	Dinner Cooks
Waiters	Fry Cooks
Bus Boys	Bartender
Chefs	Butchers
Kitchen Helpers	

National Shortage Occupation List:

Cooks	Waiters and Waitresses

About the School Curriculum

The food service curriculum is designed to prepare students for entry level jobs in a broad cluster of occupations in institutional and commercial food services. The curriculum identifies the concepts needed in managing, preparing, and serving food. Skills and knowledge in communication, human relations, safety, sanitation and cleaning is needed.

Job Cluster: Marketing and Sales

Functions: Distribution

Marketing-Sales Occupations Cluster

Sales Person	Sales Clerk
Real Estate Salesman	Insurance Salesman
Auto Salesman	Route Man
Delivery Boy	Grocery Checker
Sales Managers	Buyers

Salesman, Industrial Equipment and Supplies

Advertising and other business service sales

Department Managers

Marketing, continued

About the school curriculum

Also called Distributive Education, includes combinations of subject matter that acquaint the student with goods and services, from the producer to the consumer. Subjects deal with selling, buying, transporting, storing, promoting, financing, marketing research, and management.

Job Cluster: Mechanical

Function: Technical Help or Production and Services

Mechanical Occupations Cluster

Automobile Mechanic	Oiler
Air Craft Mechanic	Boiler Operator
Automobile Service Mechanic	Construction Equipment Operator
Diesel Mechanic	Car Checker
Mechanic and Millwright	Fireman
Repairman	Track Repairman
Maintenance Man	Brakeman
Automobile Mechanic Foreman	Truck Driver
Tire Repairman	Bus Driver
Automobile Mechanic Helper	Saw Filer

National Shortage Occupations List:

Draftsmen, Mechanical	Tractor-truck driver
Mechanics and repairmen, motor vehicle	Service Station Attendants
Mechanics, farm equipment	Pump Servicemen

Mechanical, continued

About the school curriculum

The curriculum includes study and skill development in mechanical systems, electrical systems, fluid power systems, inspection and testing, hand and power tools, mechanical maintenance techniques, and related communication skills. Work experience should be a part of the curriculum when possible. You will also want to find out about the V.I.C.A. Club whose members are enrolled in Mechanics.

Job Cluster: Secretarial, Accounting, Clerical (Office)

Function: Control

Stenographic Occupations Cluster

Secretary	Stenographer
Clerk-typist	Clerical Occupations Cluster

Clerical Occupations Cluster

Cashiers and Bank Tellers	Receptionists
General Office Clerks	Stock Clerks
Messengers	Shipping and Receiving Clerks
Lumber Checkers	Postal Clerks
Meter Readers	Order and Credit Clerks
Library Assistants	

Accounting Systems Occupations Cluster

Bookkeeper	Computer Operators
Key Punch Operators	Bookkeeping and Other
Office Machine Operators	Programmer
Accountants and Auditors	

Office, continued

National Shortage Occupations List:

Accountants and auditors	Systems engineers, including programmers
Secretaries	Bookkeepers
Clerk-Typists	Data Processing Machine Operators

National Shortage

Secretaries	Stenographers
Other office machine operators	

About the curriculum

The course of study for the Steno-Secretarial emphasizes manual dexterity-typing, shorthand, office machines. Other important areas are mathematics, business organization, office procedures, grooming and social behavior.

The accounting-bookkeeping in high school is not sufficient training for an accounting position, but it will provide a basis on which a career can be built. Important courses include bookkeeping, business machines, business math.

Job Cluster: Wood Products

Function: Production

Wood Products Occupation Cluster

Veneer Drier	Pondman	Sawyer
Core Feeder	Log Scaler	Sander
Veneer Gluer	High Climber	Stacker
Core Layer	Lift Truck Operator	Foreman
Lathe Spotter	Laborer - Lumber	Green Chairman
Lathe Operator	Faller and Bucker	Rigger
Millman	Clipperman	Donkey Engineer
Grader	Woodworking Machine Operator	Chocker Setter

Wood Products, continued

National Shortage Occupations List:

Foresters . Forester Aides Millwright

About the Curriculum

(Not complete at this time).

Job Cluster: Agriculture

Function: Production. Raising various food, horticultural crops and timber production workers

The best job prospects for the future appear to be in work related to agriculture rather than in direct production itself. Mechanization has affected all farm operations; chemical fertilizers and insecticides have affected all farm operations. Farmers today need lots of technical know-how and the money to get land and farm equipment. Like any other businessman, they must be good managers. Record keeping is a necessary part of their duties.

About the curriculum

The functions of agricultural production, agricultural supplies, agricultural mechanization, products, processing, ornamental horticulture, forestry, agricultural resources, and the services related to this listing are emphasized in the instruction. The Future Farmers of America (FFA) is an example of an activity which aids students interested in going into this occupation.

Job Cluster: Health Services

Function: Service, diagnosis and treatment of health needs

Health services employ people at all skill levels to help meet the needs of the public. All require a knowledge of health practice and all deal directly with patients. Employment in health services is growing, consequently the need for trained health service people remains strong in nearly every occupation. Largest in number are the three levels of nurses. Registered nurses, Licensed practical nurses, nurse aides and dental assistants account for well over half of the employment in the health service cluster. (For other job titles refer to the slide-tape show, "The Cluster Concept").

Health Services, continued

About the curriculum

Instruction is organized to prepare students for occupational objectives concerned with assisting qualified personnel in providing diagnostic, therapeutic, preventive, restorative, and rehabilitative services to people, including understandings and skills essential to provide care and health services to patients.

Job Cluster: Metal Working

Function: Production; making metal parts and products

In producing a wide array of products, persons in metal working occupations usually operate such equipment as milling machines, cutters welding and soldering equipment, riveters, and pressers.

It is frequently important to be able to lay-out the job, repair, fit, and assemble as well as operate the equipment. This requires a mechanical aptitude and the ability to do simple arithmetic accurately. Most of the jobs require lifting fairly heavy objects, and workers must be physically strong. In addition, they must have good finger dexterity.

There is always a good demand for machinists, welders, sheet metal workers, and machine operators.

About the curriculum

The metal curriculum is designed to prepare students for entry level employment or continued education in the broad group of occupations related to the metals field. The curriculum includes study and skill development in hot metals, including foundry, electric arc welding, acetylene brazing and cutting, electric arc-air cutting, inert gas welding, heat treating, and metallurgy; machine processes including metal removal boring and drilling, metal cutting, sheet and bar metal fabrication including wrought metal, sheet metal, and bench metal, and related communication skills.

Appendix 81

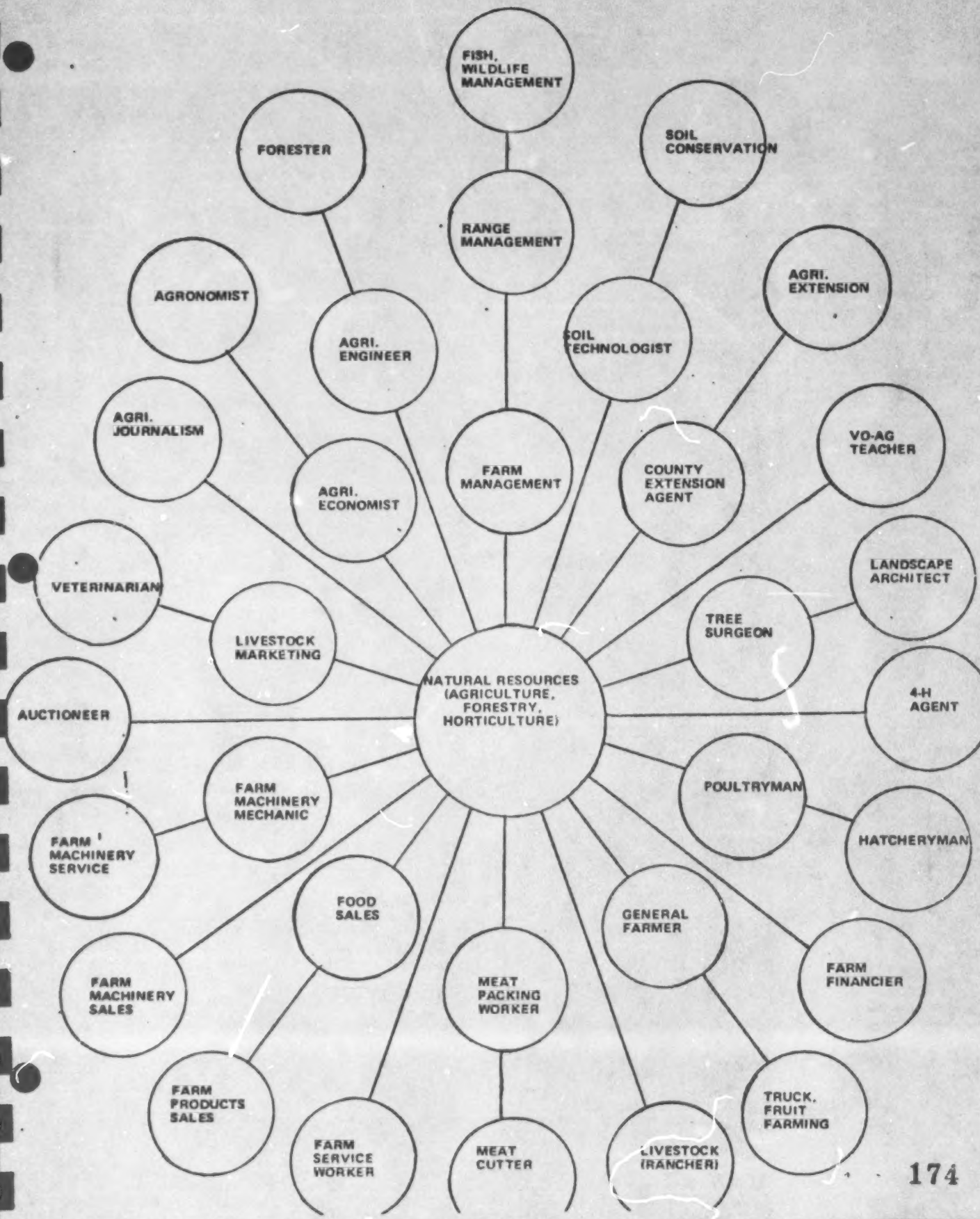
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY

IN

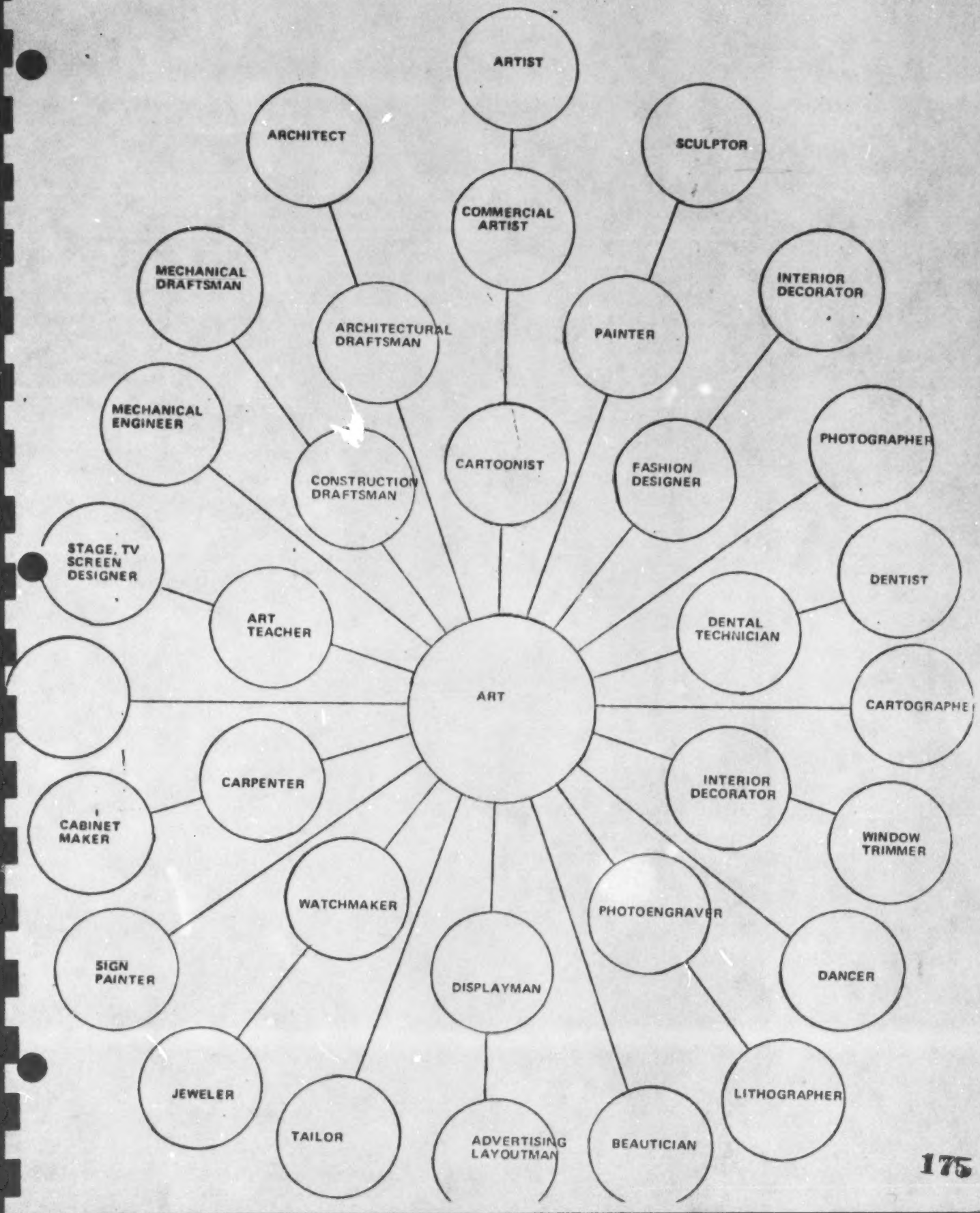
AGRICULTURE
ART
BIOLOGY
COMMERCIAL AND DISTRIBUTIVE EDUCATION
CHEMISTRY
ENGLISH
FOREIGN LANGUAGE
GENERAL SHOP AND INDUSTRIAL ARTS
HEALTH AND PHYSICAL EDUCATION
HOME ECONOMICS
MATHEMATICS
MUSIC
PHYSICS
SOCIAL STUDIES

CAREER EDUCATION
OREGON STATE UNIVERSITY
OREGON STATE DEPARTMENT OF EDUCATION

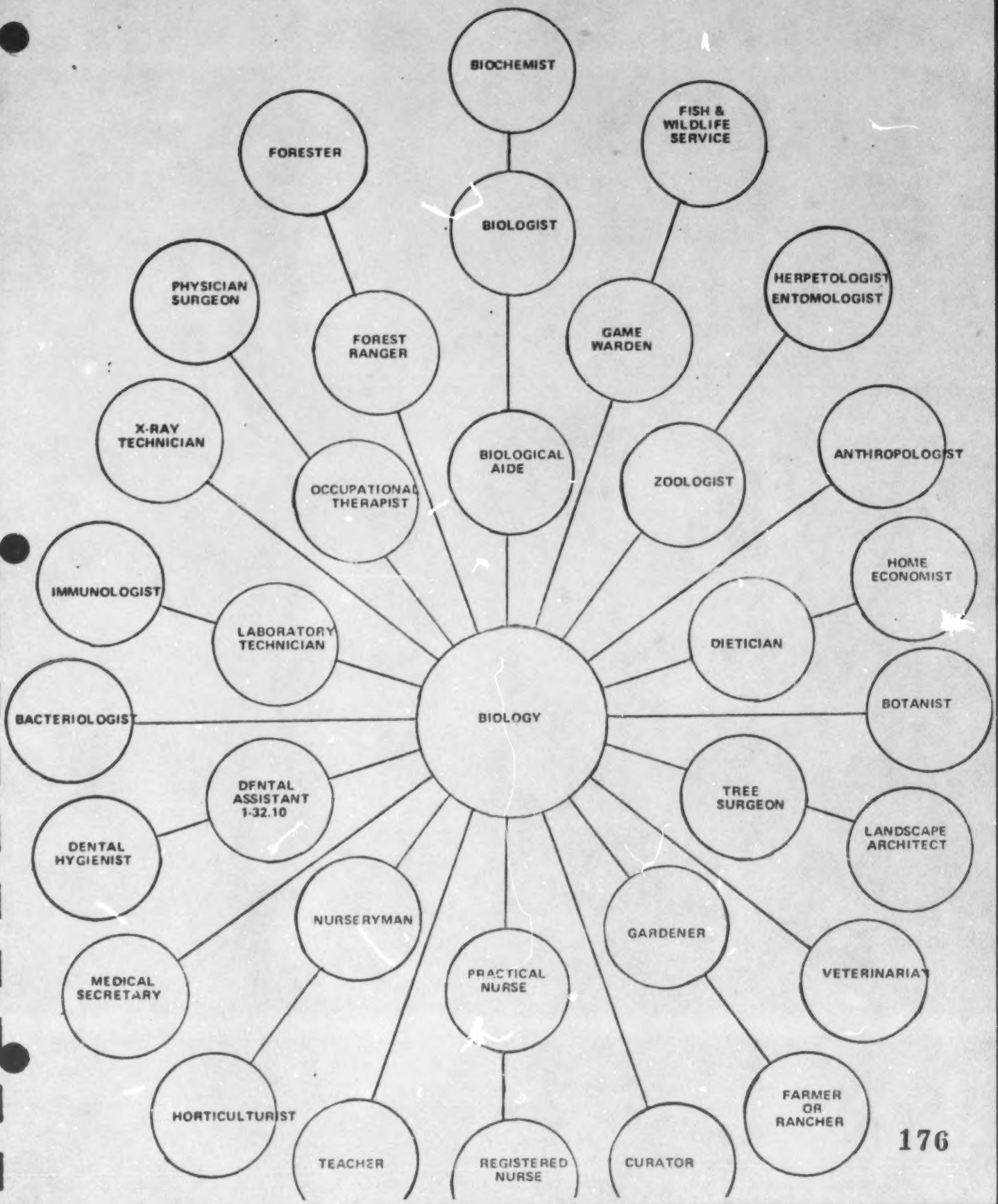
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN AGRICULTURE



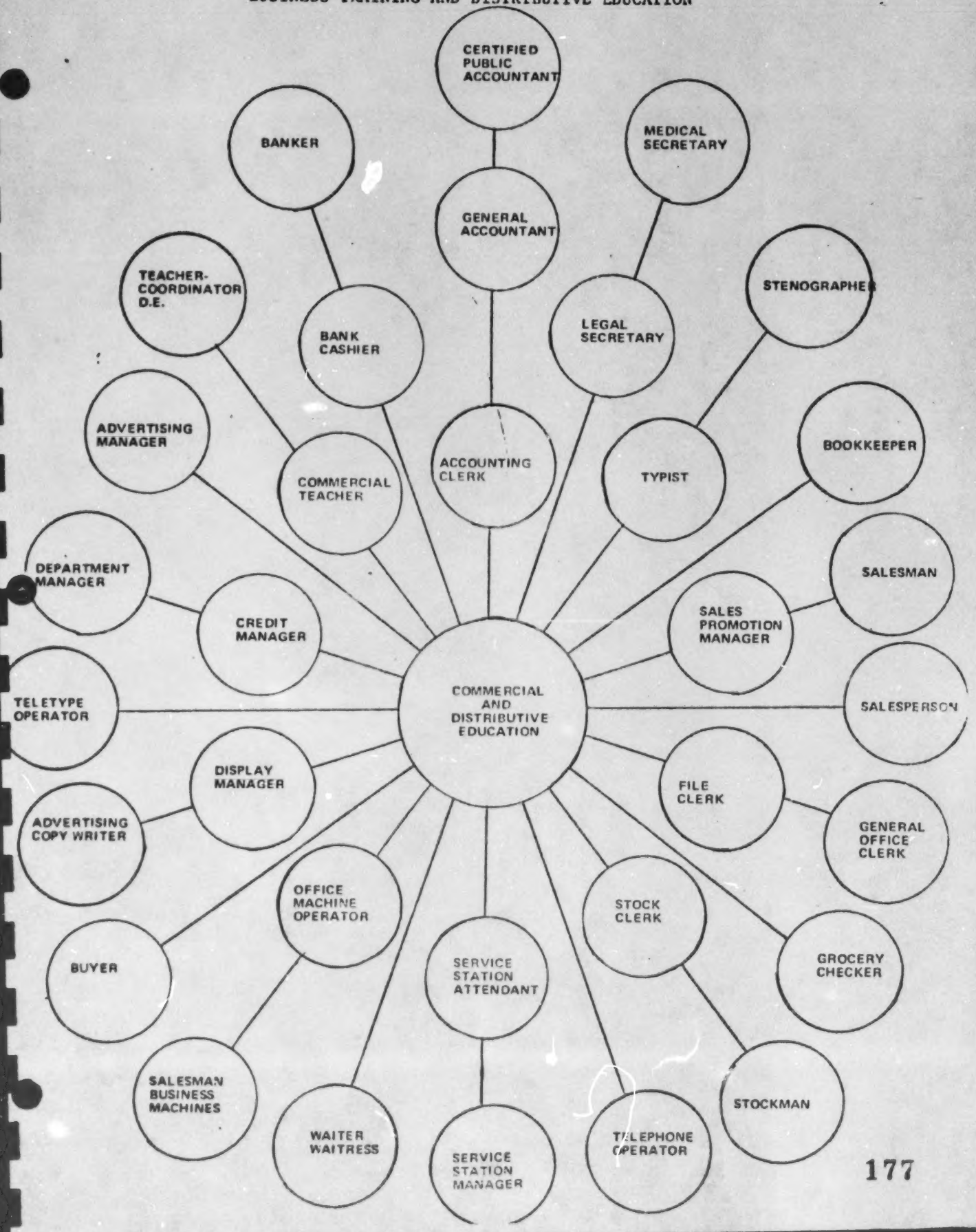
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN ART



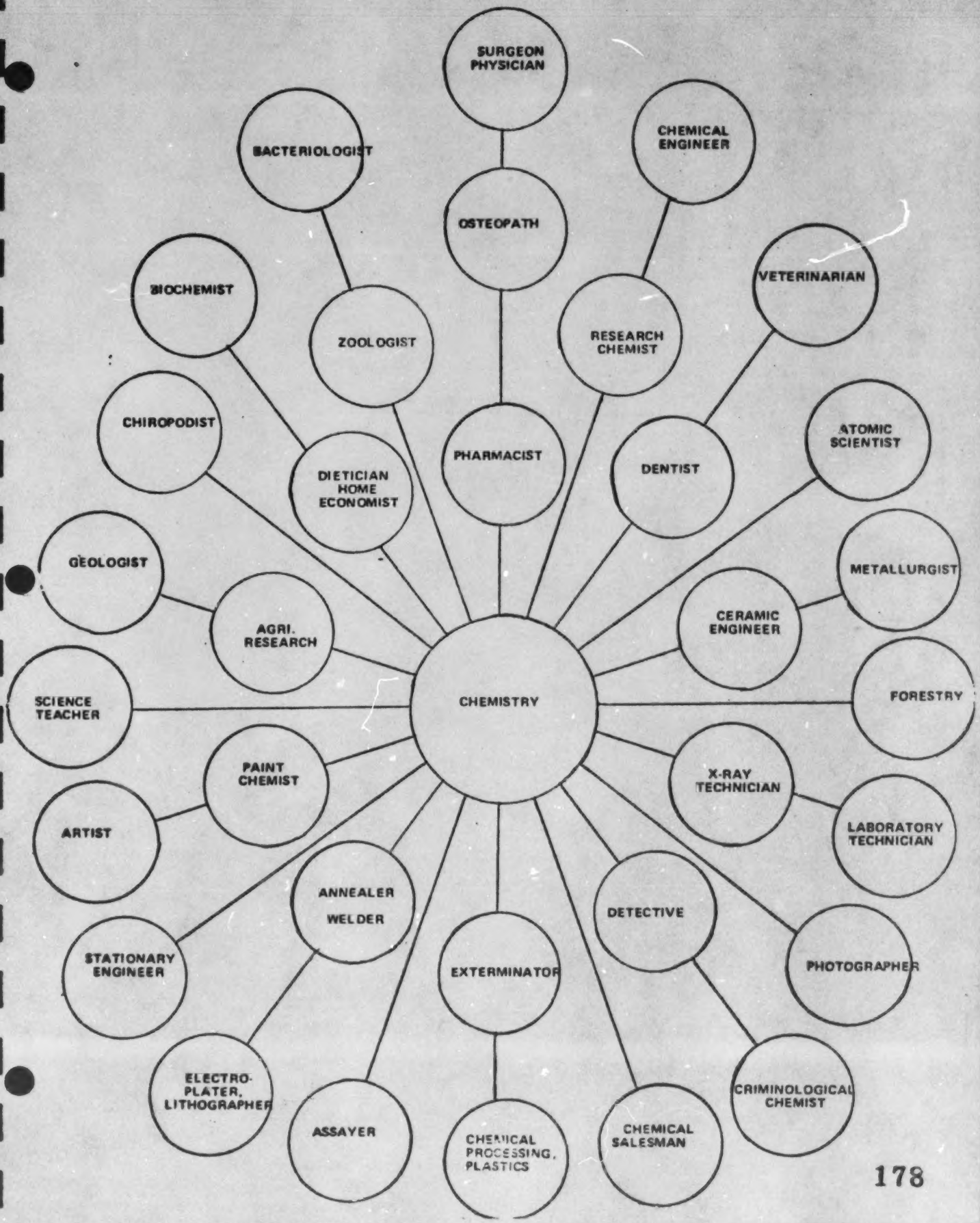
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN BIOLOGY



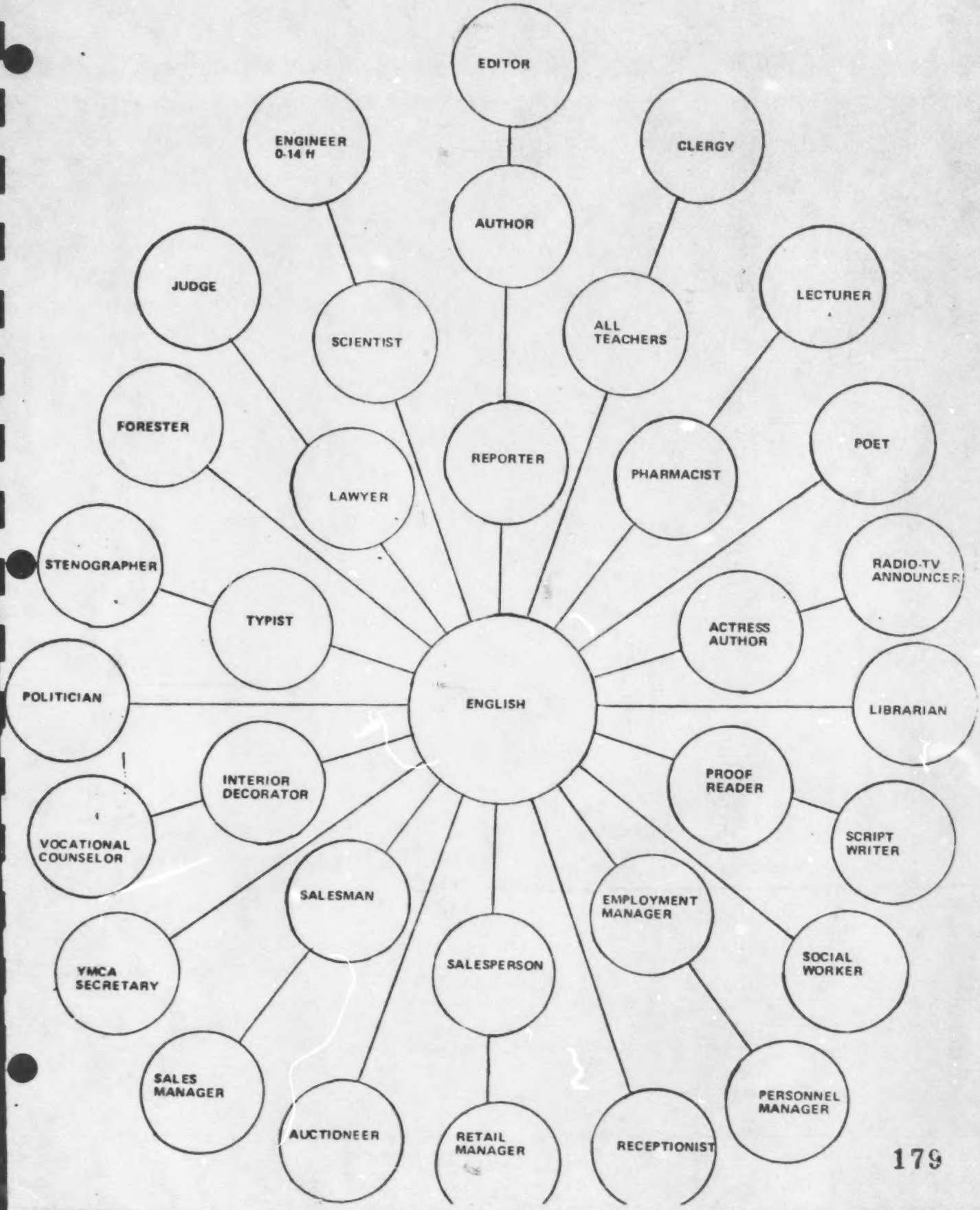
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN BUSINESS TRAINING AND DISTRIBUTIVE EDUCATION



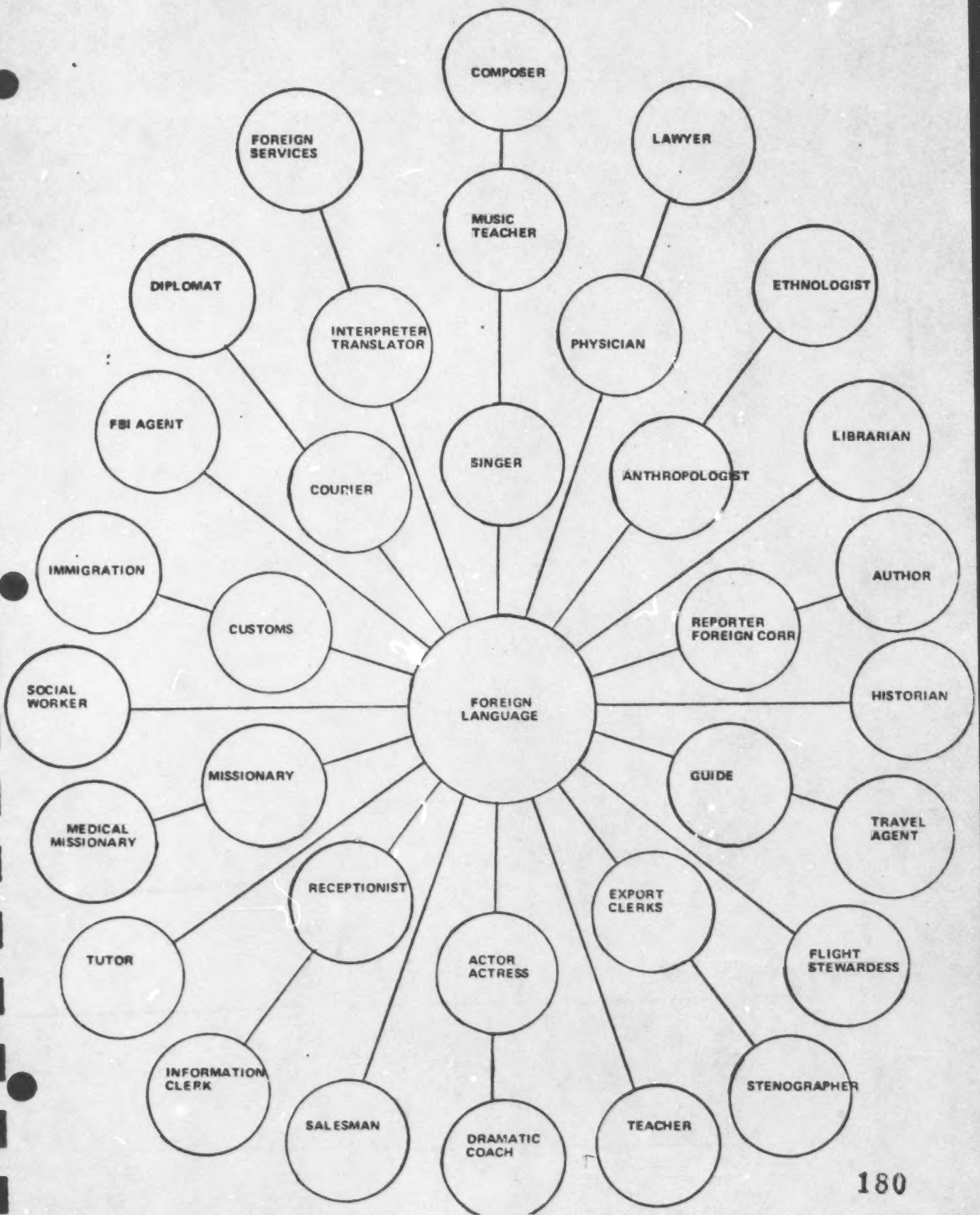
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN CHEMISTRY



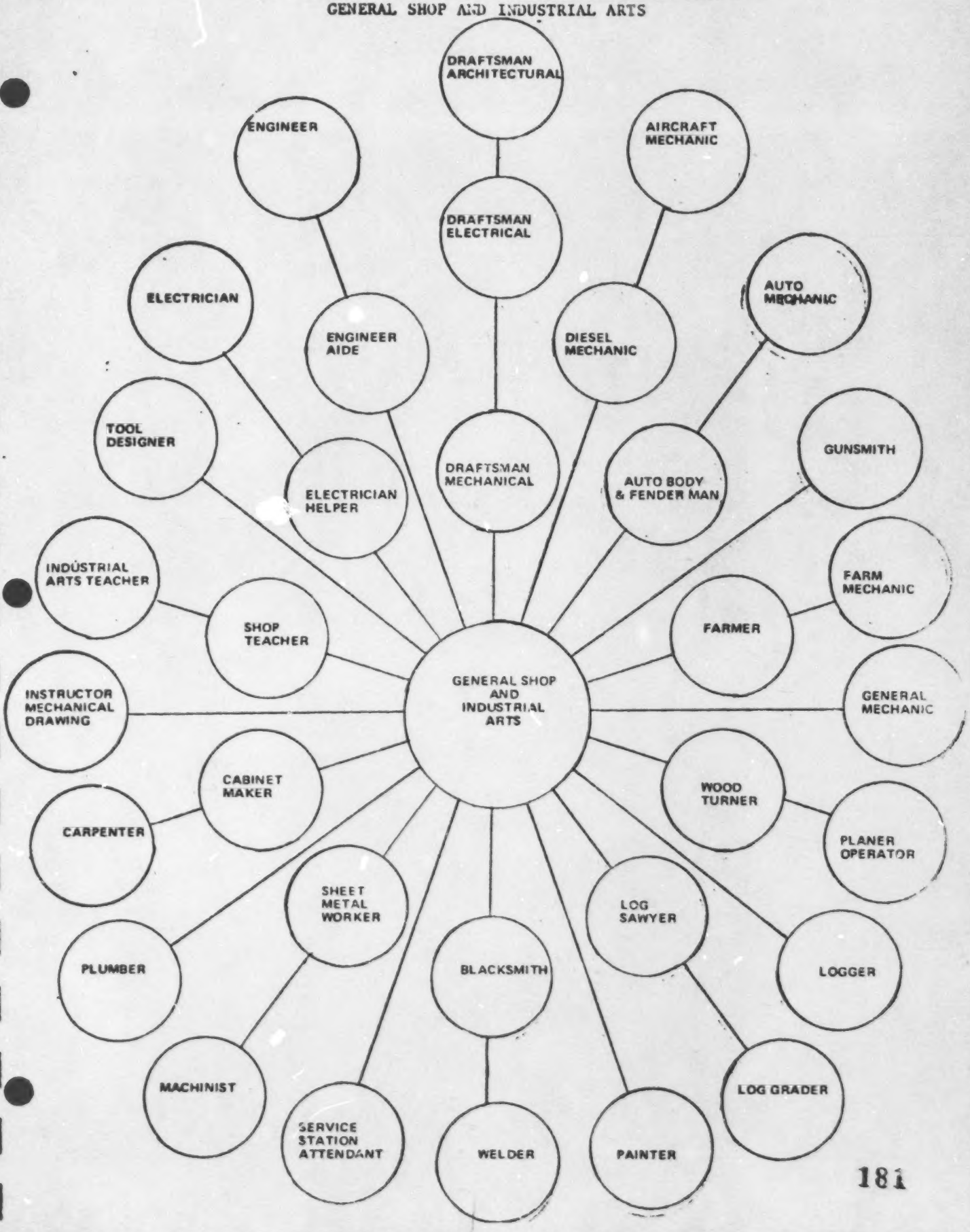
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN ENGLISH



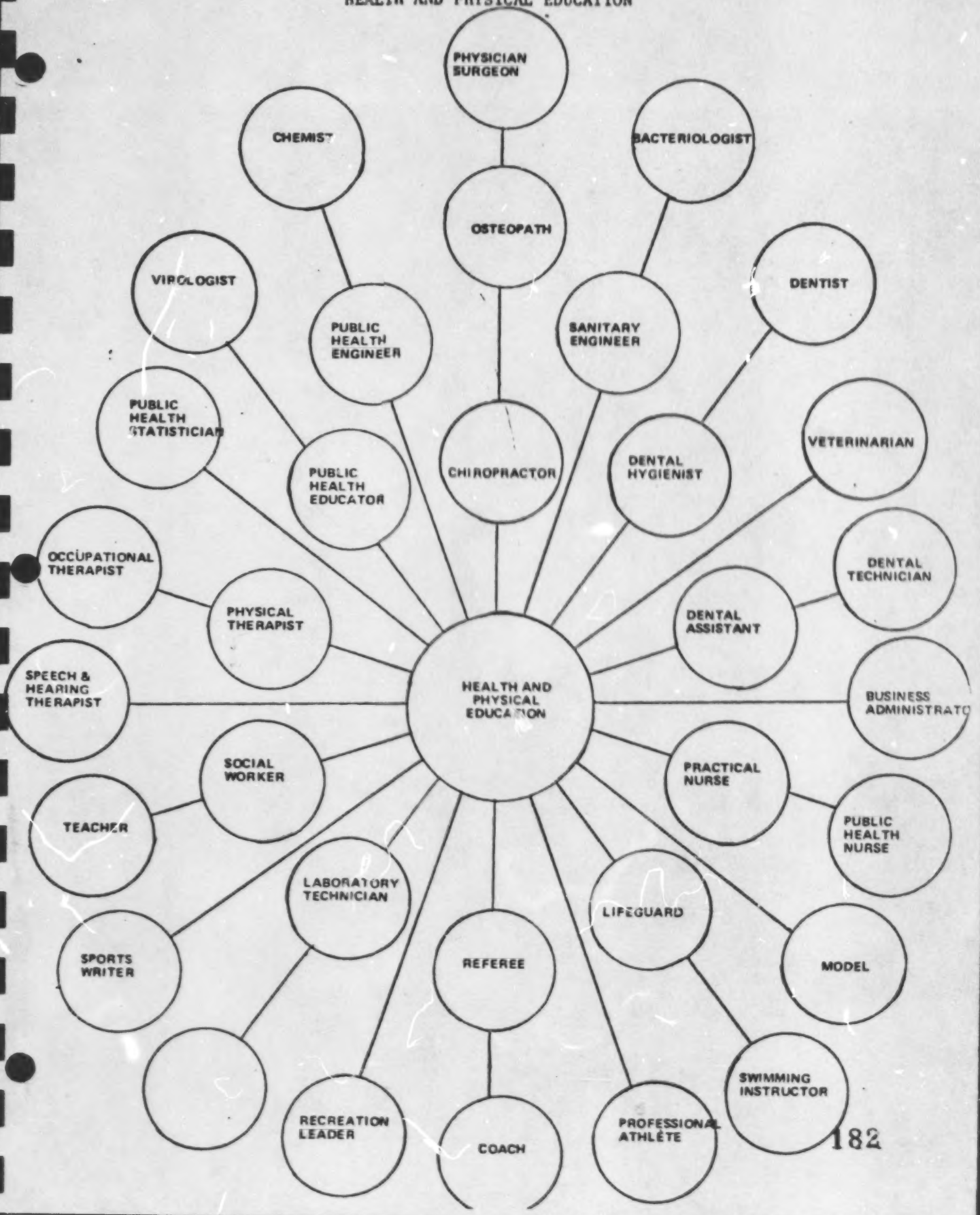
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN FOREIGN LANGUAGE



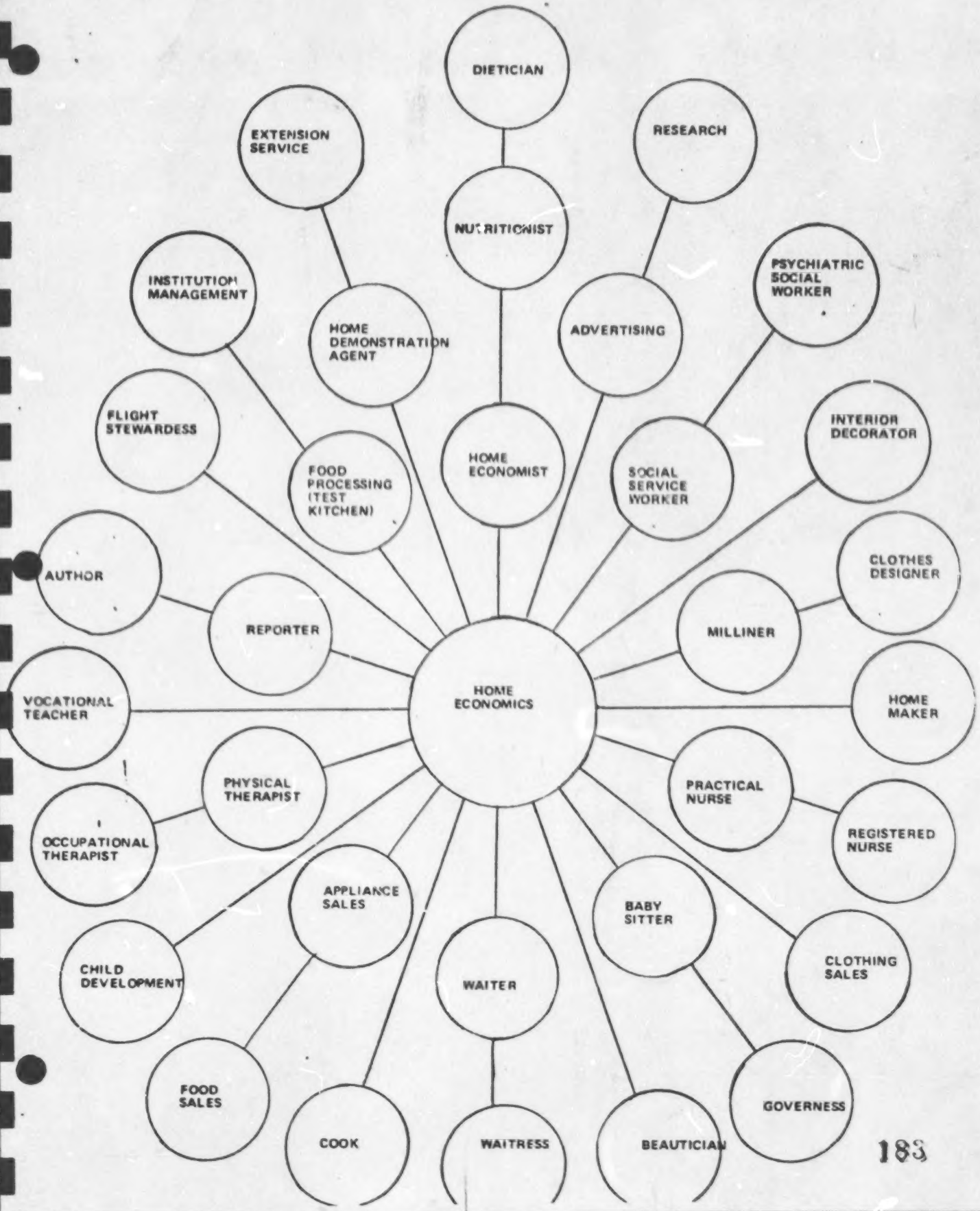
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN GENERAL SHOP AND INDUSTRIAL ARTS



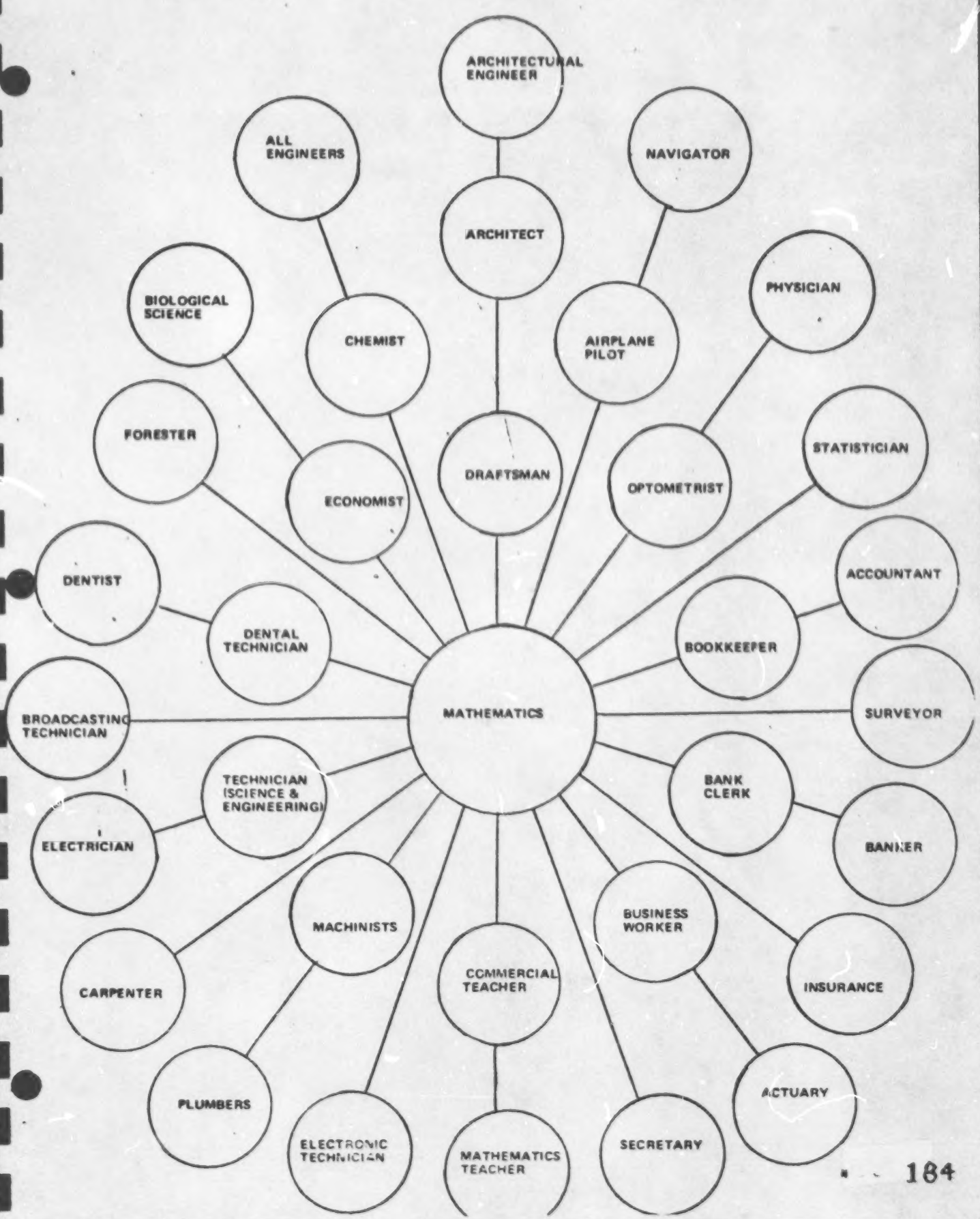
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN HEALTH AND PHYSICAL EDUCATION



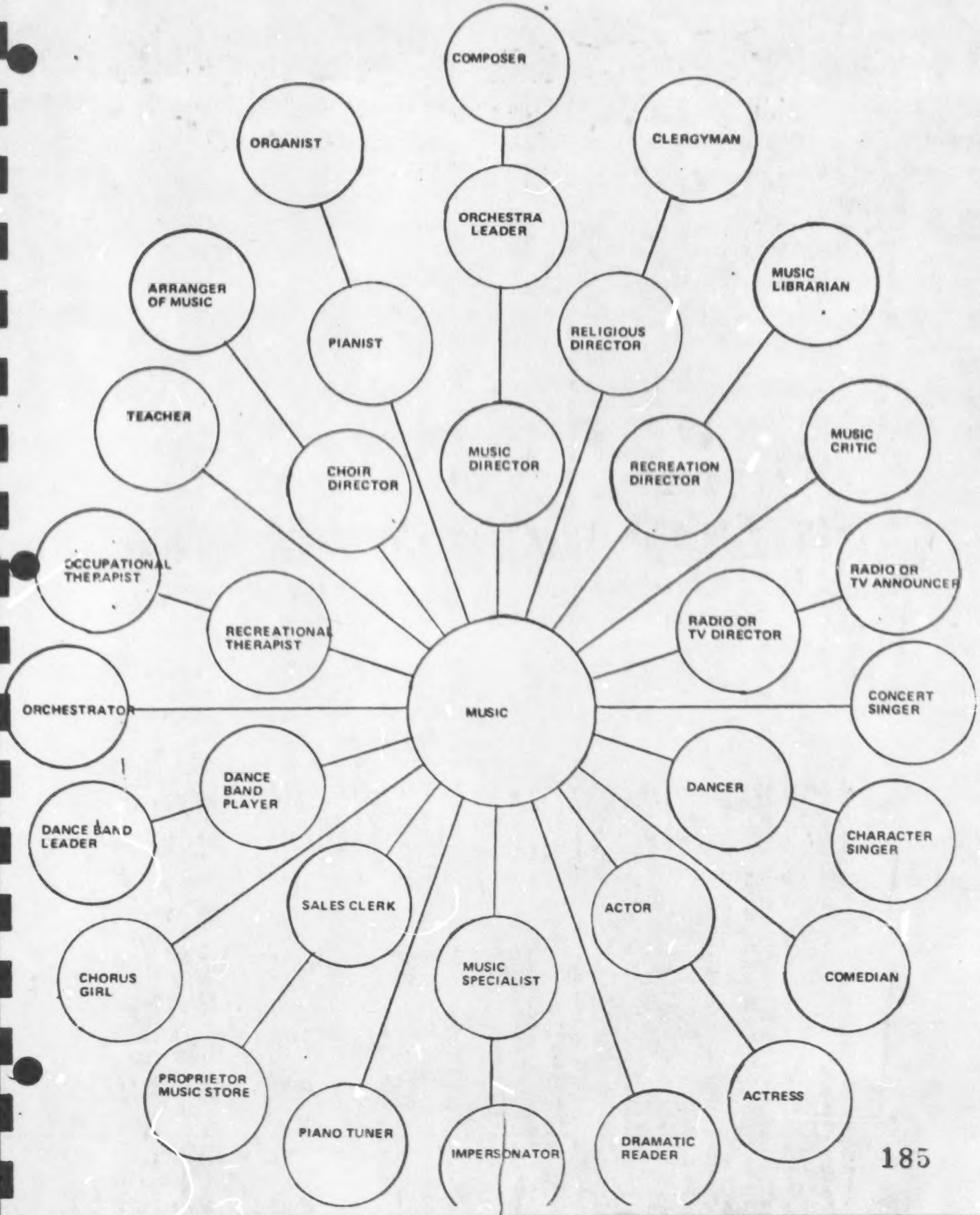
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN HOME ECONOMICS



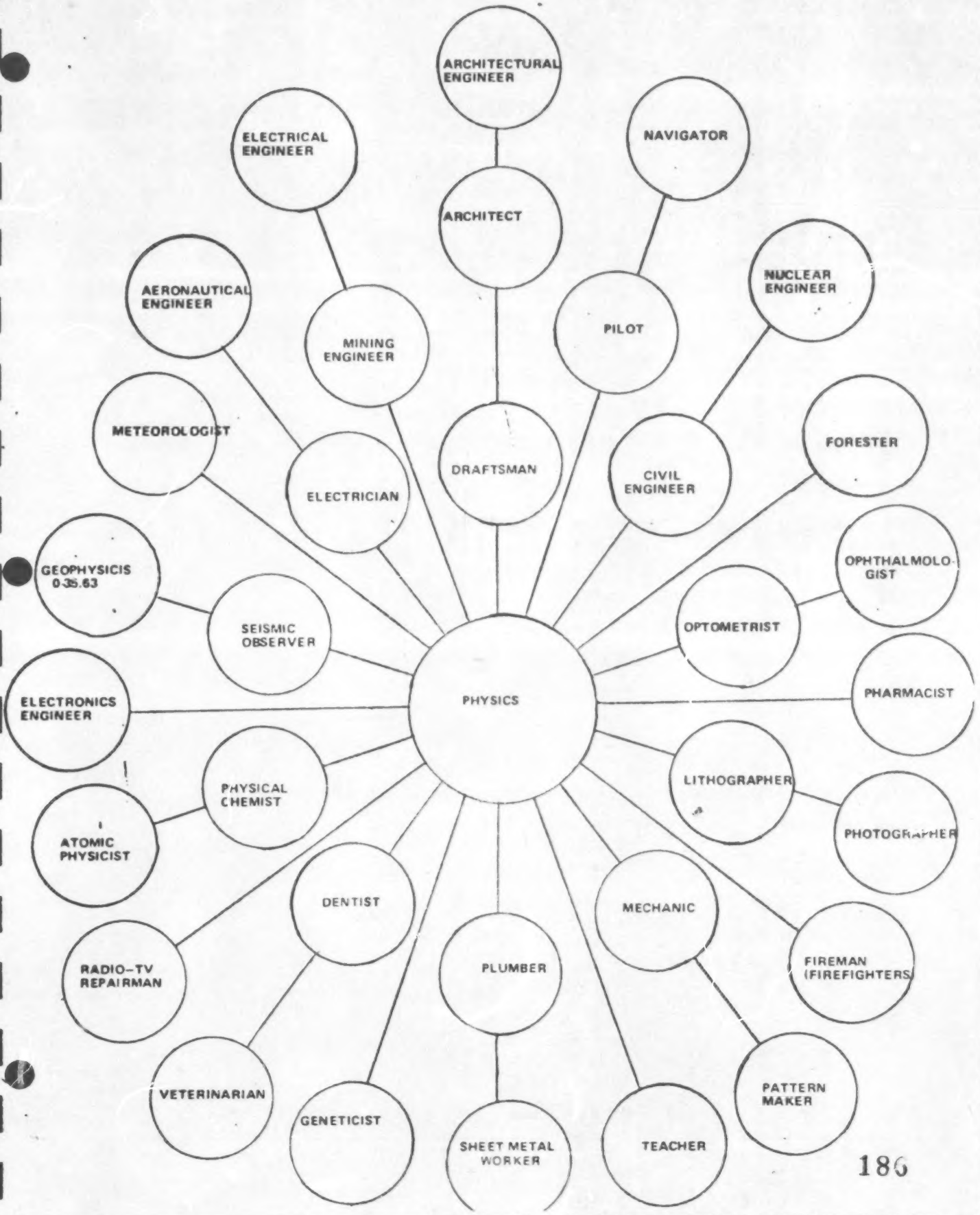
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN MATHEMATICS



SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN MUSIC



SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN PHYSICS



Appendix 88

You Can Get There From Here

Every career requires some special preparation.
Different occupations are interrelated in many ways.

PERFORMANCE OBJECTIVE

The student will be able to demonstrate familiarity with the careers available in the air transportation industry and with the extensive application of mathematics in these jobs.

MATERIALS

Airline schedules, airline rate books, sample airline tickets, menus, baggage claim checks, airline travel folders, airline publications, such as magazines

LESSON CAPSULE

In connection with a mathematics unit on time and measurement, pass out airline schedules, rate books, tickets, menus, baggage checks, travel folders, and airline publications. Ask students to browse through them. In class discussion, explore the many different kinds of careers that are involved in the airline industry. As students mention occupations—pilot, copilot, engineer, designer, flight-control engineer, stewardess, chef, advertising copywriter, advertising art director, travel writer, reservation clerk, baggage clerk, and so forth—list them on the chalkboard.

Suggest to the class that mathematics is a kind of thread that runs through all these occupations. Give a few examples; then call for student ideas. For instance, the pilot must know mathematics in order to use his instruments and plot his courses. The engineers who design the aircraft, and the construction workers who build it, must know mathematics. The reservation clerk must figure rates, distances, and baggage weights. The flight-control engineer must know mathematics in order to avoid collisions of aircraft in flight. The stewardess must know how many meals to serve and what to charge for liquid refreshments. The freight handler must know how much weight the plane can bear so as not to overload it. The designers and editors of the various publications use mathematics extensively in creating their products.

Ask the students to look at the airline schedules. Discuss how distance affects the cost of a ticket and how speed affects travel time between two points. Then show the class an airline rate and schedule book and explain how the time and rate factors were arrived at.

When the students fully understand the mathematical principles involved in figuring time, rate, and distance, present them a series of problems in which they must arrive at these concepts on their own. When the class has learned how to use the airline rate book, ask individuals to create their own airline schedule, including rate, time, and distance. Have students simulate buying airline tickets from each other, using the airline schedules they have created.

As a culminating activity, arrange to visit a local airport. Most airlines will be happy to offer you as much assistance as you need in arranging this field trip. When you arrive at the airport, lead your students to the airline desk to check the arrival and departure time of an imaginary flight and to "buy tickets" and "check their luggage." Then take them to the departure gate, where they can observe other passengers checking in, the clerk taking a passenger count and accommodating "standbys," other airport personnel at work, the landing of "their" plane, and the disembarking of passengers.

You may be able to arrange with an airline official to allow the students to board a plane and observe between-flight cleaning, how meals are taken aboard, and how meals are prepared. They might even get a peek at the cockpit. Outside the plane they

THE GRAND TOUR

CONCEPTS

Every occupation contributes to society.
Careers require different knowledge, abilities, attitudes.
A person may be suited for several different careers.
Careers can be grouped in various ways into "families" requiring similar abilities and providing similar rewards.
Different occupations are interrelated in many ways.

PERFORMANCE OBJECTIVE

The student will be able to describe the range of careers in the community that are related to the tourist industry.

MATERIALS

Reference books, travel folders, posters, brochures

LESSON CAPSULE

Interest the class in creating a campaign to promote tourism in the community. Ask students to help you gather background material for discussion—travel folders, posters, brochures, and books about various kinds of tourist attractions across the United States. After the class has browsed through the material, have students select about ten places in the country that they would like to visit. Urge them to consider a wide range of tourist attractions. The final choices might include Washington, D.C., New York City, New Orleans, a seashore area, a dude ranch, a mountainlike area, a national park, a picturesque rural area, a ski area. When the list is complete, ask the class to identify the factors that make each selection a tourist attraction. Does the locale have natural beauty, swimming facilities, historical monuments, natural wonders, recreation areas, unusual local products or crafts, unusual architecture, special foods or restaurants, local festivals, sports events, floral displays or gardens?

You might invite your students' language arts instructor to help you expand students' investigation of tourist attractions. He or she might have students interview their families or adult friends who have toured a certain area or resort to find out: Why did the person decide to visit that place? What made it attractive? Was it convenience of location; budget considerations; cultural, historic, or scientific interest; a chance to get away from it all in beautiful surroundings; interest in local customs, foods, flora, fauna; exciting nightlife; education for the family? Students might use interview data to write reports or to give short oral reports to the class.

Suggest that students use interview questions and ideas that developed in class discussions to help them determine what attractions their own community and its environs offer the tourist. After a reasonable list of attractions has been developed, divide the class into interest groups to explore these attractions further. The groups might study areas such as local products and crafts, historical attractions, natural wonders, recreational facilities, and cultural attractions. Have each group develop a promotional display of their particular interest area. If possible, have this display set up at the main entrance to the school or, better yet, enlist the aid of the local Chamber of Commerce and local merchants to have the displays placed in shop windows in the downtown area.

After this experience, have the class review the commercial brochures and pamphlets they looked at earlier, and urge them to use available occupational resource materials and their imaginations to determine the range of occupations associated with the tourist industry. List these occupations on the board. They might include travel writers, artists, photographers, travel agents, public relations representatives, advertising personnel, tour guides, swimming instructors, sailing instructors, historians, hotel managers, desk clerks, booking agents, forest rangers, recreational directors, airline stewardesses, restaurant owners, and shopkeepers.

Now have students list careers involved in developing promotional pamphlets. Propose that the group create a brochure advertising your community as a tourist area. Invite suggestions as to the kind of tourist information that should be included—availability of transportation; lists of hotels and motels, with rates; lists of restaurants, with prices; tours, with times indicated; places where local manufactured goods and crafts are made and sold; information related to historical or natural attractions in the area; recreational facilities; cultural and entertainment attractions.

After students have completed their pamphlets, guide them in working up skits in which various tourist occupations are enacted. You might select several members of

your class to compete as "tour guides" in developing a running bus tour monologue about the community. Another skit might be built around checking in at a local motel or hotel. Students might wish to make a visit to a cooperative hotel or motel to observe the checking-in procedure. Suggest that the "desk clerk" in this skit have information about the attractions in the community at his fingertips. Still another skit might be built around a tour of a local factory or craftsman's shop, with a "guide" explaining the process involved in the manufacture of a commodity the community is famous for. A preliminary tour of a factory or shop would be helpful for those involved in this particular role-play activity.

As a culminating activity, enlist the interest of the local Kiwanis, Rotary, or other businessmen's organization, and have the class present their findings at a meeting of the organization.

OBSERVATIONS

Keep in mind that when some of your students have completed this project they will probably be well enough informed about the community to serve as junior guides at some local historic or natural attraction.

This activity was carried out by Genevieve Crutchfield in the Knox County Schools, Knoxville, Tennessee.

Appendix 40

GETTING THE WORD OUT

CONCEPTS

People have many kinds of careers.
Careers require different knowledge, abilities, attitudes.
Every person is an individual, with different abilities, interests, needs, values.
A person's best career direction develops over a long period of time.
People pursue careers for many reasons.
A person may be suited for several different careers.

PERFORMANCE OBJECTIVE

The student will be able to give a detailed description of the career education program in his school and to relate it to himself.

MATERIALS

Construction paper, paste, picture magazines, audio tape, tape recorder, cameras, miscellaneous props for skits

LESSON CAPSULE

Describe the career education program in your school system. Give some intriguing examples of elementary and high school career awareness, exploration and preparation activities.

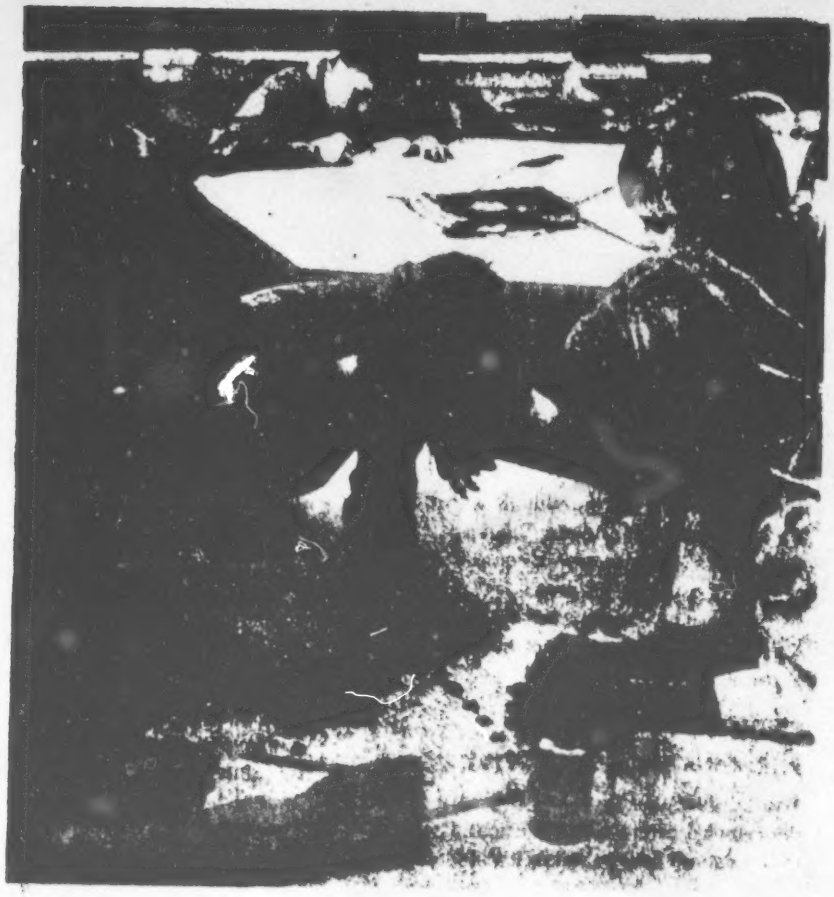
Suggest that people in the community might be surprised and impressed if they knew what was happening in the school. Share with the students the thought that they might do something about this—that they might be of real service to the school and to the community. Pose this question to the group: What would be a good way to spread the word? How do other people get out announcements and information? Probe them for the exclamation: Advertising!

Divide the class into small groups—perhaps called "task forces"—and ask each group to create its own promotion campaign. Initial research by each group might involve collecting organizational brochures, newspaper advertisements, and tape recordings of radio and television commercials.

Contact teachers at other levels and/or other schools to prepare the way for a "research" tour that you might take with your class. You may wish to allow the task forces to make appointments and set up a tour schedule.

Ask the class to develop some criteria for taking notes and for selecting significant details during the tour. Invite students to take snapshots if they like. Have them refer to brochures and to advertisements for ideas about style and format.

After the tour, or when you elect to set aside time for this on-going activity, offer a few suggestions about cut-and-paste collage techniques, about making tape recordings for "radio ads," and about costuming and sets for "television commercials." Then turn the sudents loose to create what they will.



offering your services as a "technical consultant."

At intervals as you conduct this activity, you will want to have group discussions about the students' findings and the relevance of the career education program for each individual.

You may wish to carry the project through to the point where the class actually mimeographs or dittoes brochures and distributes them or gives multi-media programs before school or parent groups.

OBSERVATIONS

As a follow-on activity, you might guide the students into exploring the occupations in the real working world that are counterparts to the tasks they performed in producing and distributing their promotional pieces. This could lead to a variety of other career education activities.

Adapted from materials developed by Billy J. Burton, Herbert B. Holstein, Thomas E. Woodall, Daryle G. Elkins, Lincoln County Schools, West Virginia

CAREER CORNERS

Appendix 41

CONCEPTS

People have many kinds of careers.
Careers require different knowledge, abilities, attitudes.
Every individual develops a personal "style," which he can fulfill in a career with a similar "style."
A person may be suited for several different careers.
Every career requires some special preparation.
The choice of a career usually involves a compromise between greater and lesser needs.

PERFORMANCE OBJECTIVE

The student will be able to enumerate a variety of generalized job characteristics on which he can base comparisons of desirable careers.

MATERIALS

Occupationally related books and games, small tools, simple equipment, manufactured objects, on-the-job pictures, display boards, work tables, shelves or storage cabinets and other materials as appropriate

LESSON CAPSULE

A "career corner" is a kind of minilab containing a variety of paraphernalia and information that relates to a single occupational cluster. The career corner provides students with opportunities for "hands-on" experiences, which give them the "feel" of jobs at several levels within the cluster.

Meet with interested colleagues to plan a career-corner project involving as many classes and grade levels in your school as is feasible. With your principal, you might designate little-used corners, not only in classrooms, but in corridors and assembly rooms, where rather uninterrupted self-directed learning can take place. With your colleagues, select a modest number of occupational clusters, such as communications, marine science, and fine arts, that you feel will interest your students and that promise employment opportunities in your community. Develop some tentative ideas about the possible contents of each career corner, but plan to involve your students as much as possible in the planning and execution of the project.

Simultaneously with your colleagues, introduce the concept of career corners to your students. Elicit their ideas. Guide them in making practical choices of clusters and in coordinating their efforts with other classes. You may wish to divide the class into voluntary task forces to develop a number of minilabs.

Work with your students in a nondirective manner as they prepare career-sampling experiences for themselves and their peers, but intervene when necessary to assure that the career corners do provide intriguing and relevant occasions for learning. Activities that yield quick and visible results, such as making ink-blot prints or feeding fish that are on display in a tank or making self-portraits with a Polaroid camera, are ideal for these labs. Pictorial displays and student-researched data files on particular jobs within a cluster will add substance to a career corner.

WHAT I WANT TO BE

CONCEPTS

People have many kinds of careers.
Careers require different knowledge, abilities, attitudes.
Every person is an individual, with different abilities, interests, needs, values.
Every individual develops a personal "style," which he can fulfill in a career with a similar "style."
People pursue careers for many reasons.
Every career requires some special preparation.
Career preparation must follow a plan.
The choice of a career usually involves a compromise between greater and lesser needs.

PERFORMANCE OBJECTIVE

The student will be able to identify a variety of considerations involved in choosing a career.

MATERIALS

Poster paper, a collection of magazines and newspapers, scissors, paste

LESSON CAPSULE

Ask each person to bring to class an object (toy, model, piece of equipment, etc.) that represents some aspect of a career he might like to follow as an adult. Have him present his object and explain its significance for him. During discussion of the objects, help individuals identify areas of their "chosen" careers that they would like to know more about. For example, what kind of preparation (education, training, special experience) will they need? What are the working hours, working conditions, opportunities for creativity or advancement? What satisfactions might they get from their careers?

Suggest that they do some research. They might write letters of inquiry, conduct interviews, read newspapers, magazines, encyclopedias, biographies. This information might be collected in notebooks or "career folders" that would inform other members of the class. At a later time, you might request that various individuals report on their research.

Some individuals may be interested in carrying their projects further by drawing or cutting out pictures that relate to their discoveries and by creating collages for display around the room. They might respond to the idea of writing short "news" articles, poems, short stories, or information outlines to accompany their collages.

In group discussions, explore with the class the significant contrasts between careers and the reasons different individuals may have for choosing certain careers. Perhaps you will want to introduce the idea that in selecting a particular career to fulfill certain paramount needs, the individual may have to sacrifice certain less urgent needs.

Appendix Y3

WHEEL OF FORTUNE

CONCEPTS

A person's best career direction develops over a long period of time.

Every individual develops a personal "style," which he can fulfill in a career with a similar "style."

Every career requires some special preparation.

Career preparation must follow a plan.

Changes and conditions in the world affect careers.

People must adapt as the world changes.

A person's relationships with other people, with his employer, and with society affect his own career as well as the careers of others.

PERFORMANCE OBJECTIVE

The student will be able to describe a broad range of eventualities that can affect careers and career planning.

MATERIALS

Reference books, related readings, materials for creating a "wheel of fortune"

LESSON CAPSULE

Initiate class exploration of the interrelatedness of school, career, and life planning. Divide the class into groups. Ask each group to develop a profile of an imaginary typical junior high student. Profiles should include the following:

Background information about student's home environment values, attitudes, interests, problem areas
Physical description of the student
Description (or list) of student's interests (home and school), activities, personality, skills, abilities, goals (present and future), problems

Have the groups trade profiles. Each group will study the profile of the "new" individual and then plan his senior year in high school. What courses might he (or she) take? What activities will he engage in? What kind of part-time job might he hold? How might he balance his time between study, hobbies, school, etc.? What conflicts with parents or other authority figures might he encounter?

Have the groups trade profiles and school plans again. This time, have each group develop a plan for their "new" individual's

life for the year after graduating from high school. Will he (or she) go on to college, trade school, military service, a job? Will he marry, remain single, live with someone, join a commune? How will these choices affect his life-style? Students might draw up a schedule showing their imaginary character's activities during a week.

After all the profiles have been completed, discuss them with the class. Ask each group to explain what they had in mind for their original student's future when they developed the profile. Compare and contrast the initial ideas and the results.

Have students help you create a "wheel of fortune" on which events that might change a person's life-style and career are recorded. For example: Both parents are killed in an accident during the student's senior year; an unplanned pregnancy occurs; the high school graduate is offered a job in a distant state; the person develops a chronic illness or irreversible handicap that disqualifies him for his chosen career; the person's chosen career becomes obsolete. Encourage students to list factors having to do with age, health, additional training, past job experience, climate.

Have students exchange the profiles once again. Each group is to spin the wheel of fortune and analyze how the event would affect their character's life-style, attitudes, personality goals. Then students are to develop two or three alternate plans for their imaginary character to consider. Have each group explain the plans to the class and tell how each plan would enable the individual to go on leading a productive, rewarding life. Allow the class to decide which alternative is most realistic.

Students might also discuss ways in which the imaginary individuals could have changed their earlier plans in order to prepare for unpredictable events in the future.

OBSERVATIONS

This type of activity leads easily into students' developing descriptions of their own present life-styles and projections about their futures. At this level, students should be encouraged to project a variety of tentative plans for high school and after, realizing that these projections are open to change and that they are useful now only as tools to help them identify ideas and plans that need deeper exploration.

Adapted from activities developed by Dr. Barbara Varenhorst, Evelyn Donaldson, and Larry Williams of Gunn High School, Palo Alto, California; in the Public Schools of Racine, Wisconsin; and at the Lakeshore Technical Institute, Sheboygan, Wisconsin.

Appendix 94

WHAT'S MY LINE?

CONCEPTS

People have many kinds of careers.
Every occupation contributes to society.
Careers require different knowledge, abilities, attitudes.
Every individual develops a personal "style," which he can fulfill in a career with a similar "style."
People pursue careers for many reasons.
A person may be suited for several different careers.
Every career requires some special preparation.

PERFORMANCE OBJECTIVE

The student will be able to name and characterize a wide range of diverse occupations.

MATERIALS

A collection of reference books and readings about the world of work.

LESSON CAPSULE

Adapt the television show "What's My Line?" to your career-exploration program. Announce that the class will be playing the game in a few days and that they should make some preparations. Have a student describe how the game works. Make arrangements for students to watch the show, if they have not all seen it.

Ask each student to choose an occupation that will be known to all students and to write a brief description of his duties and his working environment. The description should state whether the occupation deals mainly with people, animals, things, or ideas. The student should make two copies, one for you and one for the master of ceremonies.

For the first session, have the group select a master of ceremonies and a scorekeeper. Divide the rest of the class into two panels, seated facing each other. They will take turns sending a representative to stump the opposing panel. Each panel may ask twenty questions in an attempt to guess the occupation. Questions must be asked in such a way that they can be answered with a single word—"Yes," "No," "Sometimes," "Partly." The members of the panel may consult among themselves before asking questions. They score one point if they succeed in guessing the "line" in twenty or fewer questions, no points if they fail.

Talk with the students about the best mode of questioning. Groups should begin with fairly broad questions and gradually narrow them down. Give some examples like these: Do you work indoors more than you work outdoors? Do you work indoors only? Do you work mostly in the city, rather than in the country? Do you do routine work more than creative work? Is it entirely routine work? Are there many people in your occupation? Do you earn less than $10,000 per year? Do you work in the medical field? industrial field? Are you a . . . nurses' aide?

At the beginning of the game, have the first "worker" give copies of his or her occupation description to you and to the master

of ceremonies. The emcee should read quickly through the description so that he can make judgments about ambiguous questions and answers. He will then state whether the occupation deals mainly with people, animals, things, or ideas, and announce the beginning of play.

Until the students become accustomed to posing questions that can be answered with a single word, intervene as necessary to get them on the track.

Interrupt the game when it begins to lose impact and plan to play it again later. Select a different emcee and scorekeeper if the class wishes.

If the game seems profitable and you choose to repeat it, urge students to search for more and more "far out" occupations. This will emphasize one of the aims of the activity—which is to alert students to the sheer diversity of useful and rewarding jobs out there in the world.

At intervals, have some conversations with the class about the similarities and contrasts among occupations in terms of skills, preparation, rewards, prestige, income, etc.

OBSERVATIONS

Many teachers have used variants of "What's My Line?" in their career-exploration programs. Other games that lend themselves to reviewing or to communicating information are "20 Questions" and "Charades." Students might enjoy creating additional, original games involving career information. The procedure described here was adapted from an activity developed by the Utah State Board of Education.

Appendix 95

SURVIVAL SPECIALISTS

CONCEPTS

Every occupation contributes to society.
Every career requires some special preparation.
Changes and conditions in the world affect careers.
People must adapt as the world changes.

PERFORMANCE OBJECTIVE

The student will be able to identify and describe a number of occupations that have changed or developed recently in response to the need to improve man's use of the environment.

MATERIALS

Research books on occupations and the environment, cameras, film, projectors, scrapbooks, magazines, newspapers, pamphlets, art materials

LESSON CAPSULE

As part of a science unit, invite a few interested students to develop "crisis" posters by pasting headlines, articles, and pictures about environmental problems on sheets of posterboard. Each poster should depict a special theme—air pollution, water pollution, waste-disposal problems, noise problems, and so forth.

When discussing the posters, ask the class to describe instances in the history of mankind when the occurrence of problems has stimulated the development of new careers or the modification of existing ones. For example, ask the group to think of all the occupations created by the threat to wildlife by hunters—game wardens, license agents, court personnel, etc.

Propose that the class investigate one or more of the present environmental crises to discover what "survival specialist" careers exist or are being developed.

Students might divide into teams or work independently, using a variety of research approaches. One group might establish a Survival Specialist Employment Counseling Service. Each student becomes a counselor for a different crisis area. Other students might role-play adults who would like to change their jobs and become survival specialists. Counselors would direct them to articles, pamphlets, brochures, books, and filmstrips that provide information on the range of alternatives available and discuss possible choices in terms of past experience, training, and interests, the amount of reeducation needed, and the availability and cost of additional training.

Other groups might visit local industries to interview workers who have become (or who were hired specifically as) survival specialists. For example, in the water conditioning field, technicians are now all trained to analyze water problems and to develop alternative solutions for businesses, industries, and individuals.

Some industries and organizations specialize almost exclusively in handling one or more aspects of the "environmental crisis." Among these are recycling plants for water, glass, metal, paper, and sewage. Students might develop an occupational handbook for each industry and include snapshots of workers, written reports of interviews, and the pamphlets, graphs, and charts they collected when visiting the sites.

Other groups or individuals might gather information about inventors of pollution-control devices, politicians and writers involved in making people aware of problems and in establishing ways and means of handling the problems, volunteer and professional ecological organizations in the community.

Whatever students choose to investigate, their focus should be on what individual workers do, how they are trained, how they feel about their jobs, what more they hope to do.

As a parallel activity in math, students may be attracted to the economics of environmental improvement. Many estimates of costs to government and industry have appeared in the news. These reports might be compared, averaged out, and displayed on provocative posters and charts.

OBSERVATIONS

Adapted from programs developed at the Public Schools of Anne Arundel County, Maryland; and from an experience developed by Judy Ohlemacher and CiCi Cunningham, Lawrence Cook Junior High, Santa Rosa, California

Appendix 96

SPORTS UNLIMITED

CONCEPTS

Every individual can have a meaningful, rewarding career.
Careers require different knowledge, abilities, attitudes.
A person may be suited for several different careers.
Work experience facilitates career decision-making.
Different occupations are interrelated in many ways.

PERFORMANCE OBJECTIVE

The student will be able to list and characterize a wide range of careers related to athletics.

MATERIALS

Camera, film, tape recorder, tape, poster paper, program material, advertisements for sporting goods, accessories, fashions

LESSON CAPSULE

Before an intramural sports activity, suggest that your class "produce" it like a professional event. Establish that many different kinds of abilities, talents, and skills are necessary to bring about an athletic event. Not everyone has the ability to play a sport on an active team. However, in addition to athletic ability, timekeeping, photography, broadcasting, journalism, uniform designing, program writing, poster designing, advertising, selling, refreshment vending, etc., are also involved.

Assign nonathletic participants to cover various interest areas. Before the event takes place, have your sportswriters ready to cover the game. Guide the designers and writers in putting together the programs. Help your advertising salesmen, copywriters, and artists prepare their assignments. Be sure the broadcasters and photographers are ready to execute their jobs.

The day of the event, distribute to the students the pregame press releases and articles that have been prepared by the news staff. Distribute the programs. Check out the broadcasting team's equipment and plans to tape the event. Then position photographers.

Immediately following the event, have the sportswriters distribute their news stories about the game. Impress upon them the importance to a journalist of deadlines and the immediacy of news.

The next day, discuss with students the various aspects of the careers involved in the experiment. Have those who participated explain their specific part in the project and why it was important. Then ask them to bring in advertisements of sporting equipment, accessories, and uniforms. Discuss the wide range of careers in the world of sports and leisure activity. You might point out at this time that a career in athletics is somewhat limited in duration, since age is an important factor. Point out also that a career in athletics usually involves an adjustment once a person has passed his physical prime. Use advertisements and

Appendix 97

SURVIVAL OF THE FITTEST

CONCEPTS

The choice of a career usually involves a compromise between greater and lesser needs.

People change, and sometimes change careers, as they go through life.

Changes and conditions in the world affect careers.

People must adapt as the world changes.

A person's relationships with other people, with his employer, and with society affect his own career as well as the careers of others.

A worker must understand not only his job, but also his employer's rules, regulations, policies, and procedures.

PERFORMANCE OBJECTIVE

The student will be able to describe career conflicts that result from the competitive spirit.

MATERIALS

An informative essay on natural selection; examples of newspaper advice features, such as "Dear Abby"

LESSON CAPSULE

In a science unit, interest the class in discussing the "survival of the fittest" as it occurs in nature. Have them research the laws of nature as they apply to the survival of flora and fauna and find out what happens when the balance of nature is disturbed. For example, discuss the rabbit plague in Australia or the wood tick problem in the United States.

When they have completed this exercise, help them relate these concepts to the world of work. Why do some people survive in a career, while others do not? What are the factors that determine a person's survival in a given position? What does failure

at a job mean? Is it always the fault of the individual or do outside forces contribute? Is a person sometimes emotionally, physically, or mentally ill-suited for a particular position?

Have the students work independently or in small groups to develop imaginary situations in which someone is unhappy in or has failed in a career. These situations may then be used as the basis for role-playing activities, interviews, or short stories in a language arts unit.

Acquaint the students with the concept of seniority. What are the protections offered by many organizations to the employee who has spent years at a particular job? How does this affect competition among younger, more ambitious men? Is seniority good for everybody or just for some? Have the class develop a debate on the subject.

Now that the students have developed their imaginary personal problems, suggest that they write a letter to Abby for advice. For example, a student might write the following letter.

> Dear Abby:
>
> I recently took a position with a construction company in which I am forced to do carpentry work on the roof of a building. I find that I am very frightened of heights. My work is suffering, and the foreman tells me that, if I don't work faster, I will be fired. I am afraid to tell him that I fear heights, because he might think that I am a coward, and yet I don't want to lose my job. What should I do?
>
> Yours truly,
> Frightened

Ask the students to put their letters in a large box and have each student select a letter at random to reply to. Request that the letters and the advice be read aloud by the various students.

When a number of situations have been presented, help the class select problems which demonstrate that some people are not prepared emotionally, physically, or mentally for certain positions; other problems which show that an outside factor is involved; and others which indicate that the individual is definitely not at fault. Have the class analyze additional situations as they are read. Is the advice valid? Is the individual wrong, or are there other factors involved?

Have group discussions about competition; its basis in our natures; how we can utilize, restrain, cope with the instinct.

OBSERVATIONS

This activity was adapted from programs developed by the Office of Instructional Services, State of Hawaii; the World of Work Exemplary Project, Bismarck, North Dakota; and the Oregon Consolidated Schools, Wisconsin.

Appendix 70

FORTY NEWSPAPERS FORTY

CONCEPTS

Careers require different knowledge, abilities, attitudes.

Every person is an individual, with different abilities, interests, needs, values.

Every individual develops a personal "style," which he can fulfill in a career with a similar "style."

People pursue careers for many reasons.

The choice of a career usually involves a compromise between greater and lesser needs.

PERFORMANCE OBJECTIVE

The student will be able to describe some geographical factors that can affect and influence his choice of a career.

MATERIALS

Two editions of forty or so daily newspapers from various parts of the United States

LESSON CAPSULE

Secure the names and addresses of forty or so newspapers located in different parts of the country—urban and rural. Ask students to help you write to the editors, requesting the issues for any *two* specific dates—for example, March 1 and April 1. You will find that, almost without exception, when you explain what you plan to do with the papers, the editors will send you complimentary copies.

As the newspapers arrive, make them available to the class. Ask students to compare information in the various newspapers and to watch specifically for aspects of the various locales that might influence career choices. In the employment pages, for example, they will be able to find out what kinds of employment are available in various parts of the country. They will be able to compare wages; costs of living; costs of housing; costs of entertainment; levels of cultural life; levels of community life; religious, ethnic, and racial attitudes; points of view about local, national, and international issues; and other matters relevant to occupational decisions.

Conduct group conversations about some of the subtler aspects of life-style, such as the impact of climate on individuals of different temperament or the quality and variety of available recreation.

Have each student report on one or more career considerations by comparing twenty or so locales as seen in the newspapers he has studied. For example, one student may feel that cultural opportunities are very important to him. Naturally, he will find these much more available in urban centers than in rural areas. Have him compare this availability in many parts of the country.

OBSERVATIONS

This activity was devised by Jack Geary, Santa Rosa High School, California. The school made the collection of newspapers

THE BEST RESTAURANT IN TOWN

CONCEPTS

Every individual develops a personal "style," which he can fulfill in a career with a similar "style."

Careers can be grouped in various ways into "families" requiring similar abilities and providing similar rewards.

Work experience facilitates career decision-making.

Any career area has different levels of responsibility.

A worker must understand, not only his job, but also his employer's rules, regulations, policies, and procedures.

PERFORMANCE OBJECTIVE

The student will be able to describe in some detail occupational opportunities in the food-service industry.

MATERIALS

Kitchen facilities, equipment for preparing and serving meals, appropriate costumes for workers, a room in which meals are served and eaten, art materials

LESSON CAPSULE

With a group of students in a home economics course, chef's club, or food-services exploratory program, discuss the possibility of establishing a restaurant within the school. As students verbally explore the idea, list ideas and questions that need further study before a decision can be made. For example:

What kitchen and dining room facilities are available during lunch periods?

Will students have to rent space; pay for heat, light, and cooking fuel; and borrow money for supplies?

What legal requirements (health inspection, safety requirements, licensing) must be met?

How many customers can be served?

Who might the customers be?

What kinds of food might be served?

What equipment will be needed?

What kinds of jobs are necessary to a smoothly running restaurant business?

What duties, responsibilities, skills, aptitudes, and personal qualities are requisites of each job?

Divide the group into investigation teams. Arrange for one or more of the teams to visit local restaurants, talk with each owner/manager about the restaurant business, and observe and interview the restaurant staff. Teams may develop charts, a job file, a sound and slide presentation, or other means of communicating their data to the rest of the class.

Other teams might consult with the school principal, cafeteria staff, home economics instructors, and custodians to determine the feasibility of opening a small restaurant. After the teams collect data on the research quesions developed in class, they might

—a listing of the steps that must be followed before the restaurant can become a reality.

When all the teams have completed their research, have each team plan to take over a class period and conduct "briefing" sessions. Whenever possible, the teams should involve the other class members in acting out the procedures needed for establishing the restaurant and in role-playing the jobs that contribute to running the restaurant. For example:

Procedures Estimating the amount of financial backing needed to get started; applying for loans and/or developing fund-raising plans; developing lists of equipment available for preparing and serving food and for clean-up procedures; noting the cost of repairing or replacing damaged, broken, or lost items; evaluating health, safety, and legal requirements applicable to this kind of food-service business and arranging for necessary inspections, licensing, and so forth

Jobs Manager, accountant, health and safety inspectors, advertising manager, purchasing agent, menu planner(s), head chef, specialty chefs (entrée, vegetables, salads, pastry), cooks and cook assistants, hostess, head waitor, waiters, waitresses, cashier, busboys, dishwashers, custodians

Students might invite instructors in math, economics, business education, art, graphic arts, and home economics (and perhaps the principal and other school administrators) to sit in on the briefing sessions and to serve as consultants. It is very possible that if staff members become involved with the simulations conducted in the "briefing" sessions, they will give enthusiastic support to the restaurant idea. Indeed, they may become the first and most steady customers!

Should the restaurant become a reality, the class might investigate the following "success" items gathered from schools in which the business was successful.

Limit business days to one, two, or three days a week. Fridays are good evaluation and planning days. Mondays are good purchasing and "prepare ahead" days.

"Contract" with instructors to correlate their programs of study with different aspects of the restaurant business. For example: in math, develop a budget for the project and establish a bookkeeping system; in home economics, design and make aprons and caps for chefs, cooks, busboys, and waitresses, and also develop menus and experiment with recipes; in graphic arts and art, design and print menus, place mats, and advertisements; in foreign language classes, develop menus with English subtitles.

Some students, after experience in the school restaurant (or in the "briefing" sessions), may take part-time jobs in local restaurants. Encourage them to report periodically to the rest of the group and discuss relationships with co-workers, employers, and customers; the various "hassles" encountered in the business; whether or not they enjoy their work; salaries, tips, work hours, and so forth.

OBSERVATIONS

The ideas incorporated in "The Best Restaurant in Town" were developed by students and teachers at opposite ends of the country. June Burke's students in the David Douglas High School, Portland, Oregon, have successfully run "The Kilt" Restaurant for almost a year. Their establishment serves snacks and beverages between meals as well as lunch for school personnel and students. On the opposite coast, two seventh-grade classes at the Middle School in Hackensack, New Jersey, run a faculty and visitors' restaurant. Their establishment is open Thursdays only. The classes take turns running the restaurant, alternating each week.

Appendix 100

CONCEPTS

Every person is an individual, with different abilities, interests, needs, values.
Careers can be grouped in various ways into "families" requiring similar abilities and providing similar rewards.
Every career requires some special preparation.
Work experience facilitates career decision-making.
Different occupations are interrelated in many ways.

PERFORMANCE OBJECTIVE

The student will be able to list and describe occupations in the field of horticulture.

MATERIALS

Reference works on horticulture and related occupations; materials for charting and audiovisual production; bulletin boards

LESSON CAPSULE

As part of a science class, a career-preparation program focusing on horticultural occupations, or a school club program, challenge students to identify as many careers related to the area of study as possible. Their list might include:

Interior decorator	Horticulturist
Landscape architect	Botanist
Gardener	Plant pathologist
Nursery manager	Hydrologist
Retail florist	Agronomist
Tree surgeon	Soil conservationist
Truck farmer	Forest ranger
Fruit grower	Park service worker
Floriculturist	Tobacco farmer

Suggest that students, individually or in small groups, research a career of interest. Information about occupational duties, requirements, responsibilities, training, salaries, rewards, and so forth, might be presented in career booklets, bulletin board displays, skits, panel discussions, sound and slide presentations, or in other ways devised by students. In addition to these reports, have each group design and present a demonstration project exemplifying some aspect of the work performed in the occupation being studied. *For example:*

Botanist	Develop a chart showing different means of classifying plants.

Florist	Demonstrate potting of plants in a decorative indoor planter or terrarium.
Nursery owner	Construct a glass-covered "flat" in which to grow seedlings for later transplanting.
Fruit grower	Demonstrate grafting.
Landscape architect	Draw up several blueprints showng alternative ways to landscape the school grounds.
Floriculturist	Develop a series of charts illustrating cross-pollination methods and genetic principles used to develop new flower strains.

If student interest is high and the group is enthusiastic about participating in more comprehensive and extensive work-study projects, you might have groups work up "project proposals" to submit to school authorities, the school board, the PTA, and interested local organizations. Projects successfully carried out around the country include the following.

Building and running a greenhouse and selling plants to local retail stores as well as to individual customers.

Developing and running a gardening and landscaping business.

Setting up, in cooperation with the local Park Service, a Junior Park Service Corps, which participates in maintaining and improving local parks and preserves and which provides guides and instructors for "outdoor education" classes.

OBSERVATIONS

"Green Thumb" is a composite of ideas and experiences developed by students and teachers in the Public Schools of Dayton, Ohio; the Public Schools of Newark, Delaware; H. E. Gibson, Doyle High School, and Ray Jones, Halls High School, Knox County Schools, Knoxville, Tennessee; John Lepley in the Public Schools of Fort Benton, Montana; and the David Douglas High School in Portland, Oregon.

COLOR AND CAREERS

CONCEPTS

A person may be suited for several different careers.

Careers can be grouped in various ways into "families" requiring similar abilities and providing similar rewards.

Every career requires some special preparation.

Work experience facilitates career decision-making.

Different occupations are interrelated in many ways.

PERFORMANCE OBJECTIVE

The student will be able to identify with various occupations that require knowledge of and skill in the use of color.

MATERIALS

Scraps of fabric, wall and floor coverings, building materials; magazines, newspapers, other publications containing pictures and information on various uses of color; cameras, film, tape recorder, and cassettes; art materials; materials for constructing models

CAPSULE

On the chalkboard, write, "Colorful living takes masterful planning." Ask students to react. Allow them to interpret the remark in whatever way they wish. Then gradually turn the conversation to careers or occupations to which this statement might apply. Suggestions might include:

Interior decorating	Cosmetology
Upholstering	Film making
Furniture design	Photography and advertising
Painting (oil, watercolor, etc.)	Packaging design (for products)
Fabric and rug designing	Landscaping
Clothing design	Floral arrangements
Window display	Gem setting
Set and costume design	Homemaking

Provide students with a variety of experiences that will allow them to "get the feel" of several color-focused occupations. If possible, invite representatives of each occupation to take part in the experiences as consultants and as participants in follow-up discussions. "Hands-on" experiences might include:

Have students examine their own natural coloring and do some experiments to discover how their personal appearance is enhanced by certain colors in their clothing and surroundings. They might also experiment with different lighting effects and cosmetics. Guide them to the realization that these color-discrimination skills are required in dress designing, window-display designing, cosmetology, make-up art, and numerous other professions.

Ask students to collect fabric swatches, paint-sample chips, wallpaper, scraps of Formica paneling, tile, rug, stone, brick, shingle, and so forth. Place these in a "resource center" from which students may draw to decorate model homes or "dream rooms" they have constructed. Point out that color-coordinating is an occupational skill of interior decorators, artist-painters, set designers, etc.

Have students to help you develop a bulletin-board display illustrating various color solutions to problems of room size; exposure to sun; patterns of design; personal preference; large areas and accent pieces; collectors' items and heirlooms; unifying a room, house or apartment; mood of living area; personality of decorator; character of house and lot. Examples of occupational application of color awareness include various staff members of interior-decorating and home-improvement magazines.

Arrange for students to visit model homes and apartments, furniture showrooms, new industrial parks where buildings and grounds have been designed with attention to color, texture, shape, and space. If possible, students might interview designers and discuss not only the problems encountered in designing and how such problems are solved, but also the qualifications, responsibilities, and satisfactions of the occupation. Students might also interview prospective home buyers, apartment renters, furniture buyers, and workers in the industrial parks about how color influences their daily lives.

Culminating activities that help students become aware of their developing "eye" might take several forms:

Show slides, filmstrips, or color photographs demonstrating the use and abuse of color. Students might form panels of "experts" and evaluate each picture, pointing out sound, creative uses of color and color principles and making suggestions for changes in poor examples.

Investigate "way out" interior decorators, fashion designers, and so forth. To what do they owe their success? Discuss inherent ability, training, service, years of experience, wealth of materials, inspiration, work. Distribute black and white photos (from newspapers, magazines, and other sources) of "way out" creations and have students develop one or more color schemes for each.

Have students take color slides or snapshots that demonstrate good or unusual color harmony in nature. Combine results to create a resource book or a sound and slide presentation for use by other classes.

Appendix 10V

YOUR HIT PARADE

CONCEPTS

Careers require different knowledge, abilities, attitudes.
A person may be suited for several different careers.
Every career requires some special preparation.
Different occupations are interrelated in many ways.
Any career area has levels of responsibility.

PERFORMANCE OBJECTIVE

The student will be able to portray something of the complexity of a major industry and to identify the occupations involved in producing a hit record.

MATERIALS

Hit recordings, record player, clippings from magazines or newspapers, bulletin board

LESSON CAPSULE

Have students bring their favorite recordings to share with the class. In discussion, explore student knowledge and ideas about how such recordings are produced. Suggest that they select a recording and explore its history in detail.

You may wish to team up with a school music teacher in developing and conducting the remainder of this activity.

Continue by having the class speculate about who contributed at various stages in the evolution of the recording. Lead them to touch on composer, lyricist, arranger, conductor, instrumentalists, vocalists, studio engineers and managers, promoters, manufacturers, marketers, advertisers, jacket designers, publicists, distributors, music-store proprietors, disc jockeys, etc.

Have students list these occupations and then place them in the order in which they contributed to the recording.

If possible, have students find out who actually filled these positions on the particular recording they are researching. Letters of inquiry to recording companies and professionals might be written in language arts classes for extra credit. In the same or subsequent letters, students might request information about equipment, supplying companies, costs of various services and materials, and so on.

Urge other students to gather information from books and magazines on the life-styles of prominent people in the popular-music business. Encourage them to search out the negative as well as the positive aspects of celebrity life. For contrast with the "star" mode of living, the study group might be interested in determining the incomes and resulting life-styles of technicians in familiar urban industries. Ask students to make reports about what they have learned.

Appendix 103

INFORMATION SEMINARS AND BEYOND

CONCEPTS

Every individual develops a personal "style," which he can fulfill in a career with a similar "style."
A person may be suited for several different careers.
Careers can be grouped in various ways into "families" requiring similar abilities and providing similar rewards.
Every career requires some special preparation.
Career preparation must follow a plan.
Different occupations are interrelated in many ways.

PERFORMANCE OBJECTIVE

The student will be able to present an overview of career opportunities in his community.

MATERIALS

Reference works on careers; related readings; business directories; organizational brochures

LESSON CAPSULE

Propose to your class that you combine research into career opportunities with an exercise in community action. Present the idea of a series of career seminars that students might organize among themselves or with several other classes—or even with the entire student body. Sound out your colleagues and your principal for interest in a team project.

Guide the group in formulating a plan for interest-group seminars that students may attend at different times on a rotating basis. Each seminar might center around a selected topic, a collection of pertinent information, and one or more guest professionals.

One way students might begin planning would be to poll members of the student body and faculty regarding interests, needs, resources, and topics that might prove valuable. Lead discussions in which students compile this information and identify a limited number of subject areas that would be attractive to the participants and that would lend themselves to seminar treatment. For example, groups might interact to explore work opportunities in major industries of your geographical area, or seminar discussion groups might be formed around career clusters, such as communications and agriculture. Or the seminars might be organized around levels of expertise and responsibility—unskilled, semiskilled, skilled, paraprofessional, supervisory, professional, managerial. Depending on student and faculty interest, resources, and the flexibility of your school schedule, you may find that a "career seminar day" has appeal. Such a day might be repeated if it is successful. However, you may find it appropriate to devote only half days to this activity, or your students and colleagues may feel that one hour a week is adequate.

Suggest to students that a particular room, a corner of a room, or an area in a large-group room be designated for each seminar. Here seats can be temporarily arranged, information placed on display, and demonstration facilities provided in case guests wish to show slides, overheads, products, or occupationally related tools and equipment.

The seminars might be scheduled in time blocks of a half hour or an hour so that students can rotate as they wish.

Urge the class to set up a committee to arrange each seminar. Committee members might identify willing guest professionals and invite them to visit the school at the scheduled times. Others might collect data relevant to their seminar subjects. Others should take charge of the physical arrangements. Perhaps the committee will want to designate at least one person to remain with the seminar as students rotate, in order to provide continuity to the proceedings. Parent volunteers may wish to participate in some of these organizational tasks.

Prior to the seminar day or the series of seminar hours, propose to students that they devise a means of keeping a permanent record of the events. Data collected for the seminars might be stored in the library. Reports or minutes of the discussions might be kept for future reference. Tape recordings might be made of guests' presentations.

Hold a "postmortem" following the seminars, in which students evaluate their organizational performance, the learnings that took place, and the overall benefits of the project.

OBSERVATIONS

As a follow-up to this activity, students might be interested in visiting the guests' places of work. Some of the participating adults might welcome an opportunity to host a "day on the job" for limited numbers of students.

Adapted from programs carried out in the schools of Cupertino, California, Framington, Massachusetts, and Hackensack, New Jersey

Appendix 104

HERE COMES THE JUDGE

CONCEPTS

Every occupation contributes to society.
Careers require different knowledge, abilities, attitudes.
Every person is an individual, with different abilities, interests, needs, values.
Every individual develops a personal "style," which he can fulfill in a career with a similar "style."
Careers can be grouped in various ways into "families," requiring similar abilities and providing similar rewards.
Different occupations are interrelated in many ways.

PERFORMANCE OBJECTIVE

The student will be able to identify and relate to the wide range of careers in the legal system of our country.

MATERIALS

Related reading matter, a court transcript if available, gavel, judge's robe, props used as evidence in mock trial, typewriter, stenographer's pad

LESSON CAPSULE

In a United States history or government class, involve the students in a court procedure. Through discussion, evaluate students' knowledge of various occupations involved in our legal system. Invite students to describe the work of judge, lawyer, policeman, coroner, doctor, newspaper reporter, newspaper editor, jury, clerk, court reporter, matron, guard, artist, and so forth.

Arrange with a local or county court to have your class attend a court session. You may have to contact the judge as well as the lawyers for the defense and prosecution to secure permission. Before you visit the courtroom, have the students form interest groups according to the various occupations involved in the legal system. At the session, have them observe all of the principals involved, particularly the representatives of their occupational selection. After the session is over, try to arrange for the various interest groups to interview the court personnel about their careers. You might have the students tape these interviews for use in researching the culminating activity.

Have students write thank-you letters to the adults who aided them.

Depending on the level of sophistication in the class, have students read aloud one of the great "trial" plays, such as *The Andersonville Trial* or *Inherit the Wind*. Have them read an actual court transcript if one can be obtained.

Engage students in planning and staging a mock trial. Divide the class into groups, according to their interest areas. At this point, one group should invent the crime. When the circumstances of the crime have been

developed, ask another group to write newspaper stories and editorials about it. Select individuals to play the roles of plaintiff, defendant, arresting officer, witness, judge, lawyers for the defense and prosecution, doctor, psychiatrist, court reporter, clerk, and jury.

Have the students research their roles. For example, the lawyers for the defense and prosecution should build their prospective cases. If, for instance, the mock trial involves a man who was hit in the neck with a golf club, the doctor will have to research the neck area in order to give convincing testimony. The psychiatrist, who might testify about the sanity of the defendant, will have to do research in the area of psychology. The policeman who first arrived on the scene of the incident will have to research police reports. The judge will have to research court procedure and the various sentences. The clerk will research his job, and so on for each role.

Students might publicize their activity throughout the school by releasing their newspaper articles about the upcoming trial and by announcing the roles played by the various students. In this way, the entire school will become involved in the activity vicariously.

To add interest and dramatic suspense, students might stage the mock trial in a closed court and then, after the trial, release the information in the form of a newspaper article. Students might also decide to restage the trial in an assembly program before the entire school. An interesting twist here might be to select the jury from among the student body.

OBSERVATIONS

This activity has been successfully carried out in the Public Schools of Hackensack, New Jersey, and by Diane McGee, W. P. Daniel High School, New Albany, Mississippi. In addition to increasing the students' knowledge of the judicial process and occupations related to the process, the mock trial enabled students to "get the feel" of several careers that require considerably more than a high school education. Intense interest and excitement were generated both in the classes and in the schools. The success of the activity demonstrates that role-playing at the high school level is still enthusiastically received by the students. In addition, role-playing is an excellent method for securing student involvement in exploring careers not covered by the school's work-study and work-experience programs.

Role-playing situations will vary, according to student interests and community facilities. The idea has been successfully applied to exploration of family-service groups, city government (executive and legislative work), political conventions, and labor-management negotiations in many high schools throughout the country.

Appendix 105

ETHICS ON THE JOB

CONCEPTS

Different occupations are interrelated in many ways.
Any career area has levels of responsibility.
A person's relationships with other people, with his employer, and with society affect his own career as well as the careers of others.
A worker must understand, not only his job, but also his employer's rules, regulations, policies, and procedures.

PERFORMANCE OBJECTIVE

The student will be able to identify areas of personal responsibility to society as well as to his employer in typical occupations.

MATERIALS

News stories of the consumer advocacy or exposé variety

LESSON CAPSULE

Present a situation to your class about a newspaper printing a story that is critical of an advertiser's product or business practices. If possible, give some examples currently in the news. In a group discussion, explore the implications for all parties concerned—on the newspaper side of the case and on the advertiser's side. For example, you might bring to class an unfavorable review of a movie in a newspaper that, in the same issue, runs an ad for the film.

Guide the discussion into a particular situation that seems to provoke the class. Elicit from students a list of employees of the paper and of the advertiser who would be implicated in some way or who would have reasons for strong feelings on the matter. Whose jobs or reputations might be endangered? How? For example, I type copy in a newspaper office. I typed the review mentioned above. I am implicated. But I have a cousin who is a projectionist at the movie theater. He is implicated in a different way. I have very mixed feelings as a result.

Invite each student to select one of the employees listed and to imagine himself in that worker's situation. Ask each one to prepare a statement of the rights and wrongs involved as he would see them from the vantage of his job and to make a recommendation for a fair solution to the controversy.

Hold a hearing in which the issue is argued to some kind of resolution. The group might decide to choose a panel of classmates to act as a kind of jury—to hear everyone's views and to render a decision.

Following the activity, have students scan newspapers, magazines, books, and television programs for other examples of conflicting business and professional ethics. Invite them to design several methods for presenting both sides of a conflict—displays, skits, written reports, panel discussions, and so forth

Suggest that one way for the class to apply their research data would be through preparing a series of brochures explaining the available college prep and career prep programs your school offers. These could then be distributed to interested high school and junior high school students for use in planning their education program to meet career needs.

Students might also consider designing the brochures, or a different set, to send to local employers. These brochures would not only describe the training offered in your school, but also praise the skills of your graduates. Have them research the four preceding graduating classes, choosing outstanding "success" examples and obtaining testimonials from employers as to their favorable reactions to these employees.

In planning the brochures, students might wish to develop a list of program goals as a "kick-off" section. The following list might be adapted for use with your school's office education program, or it might be presented to students to guide them in creating a list for other programs.

Our program's goals are to . . .

1 Produce more trained and capable workers for the nation's offices.
2 Help students become effective, productive citizens.
3 Develop in future office workers the attitudes, communication skills, and other personal qualities that contribute to efficiency in and enjoyment of work.
4 Help students develop important basic skills in typewriting, shorthand, and business machines, and to acquire all other business knowledge necessary to enter the world of office work.
5 Provide for students both subject matter and practical experience needed in the office occupation.
6 Provide students with adequate background for future employment as personal and executive secretaries.

After rough drafts of the brochures are completed, students might invite instructors from represented programs to review the work and make suggestions. Then students might develop cartoons, line drawings, charts, and other graphic illustrations to go with the completed brochures.

OBSERVATIONS

This activity was adapted from projects carried out by Arlene Walz, Bismarck High School, North Dakota; the Adult Education Program, the Schools of Pontiac, Michigan; the Office of Instructional Services, the State of Hawaii; Lakeshore Technical Institute, Sheboygan, Wisconsin; and the Lebanon Union High School, Oregon.

Appendix 106

CLASSIFIED INFORMATION

CONCEPTS

Careers require different knowledge, abilities, attitudes.
A person may be suited for several different careers.
Careers can be grouped in various ways into "families" requiring similar abilities and providing similar rewards.
The choice of a career usually involves a compromise between greater and lesser needs.
Different occupations are interrelated in many ways.
Any career area has different levels of responsibility.

PERFORMANCE OBJECTIVE

The student will be able to enumerate a variety of factors that influence career choice.

MATERIALS

Occupational reference guides; the Yellow Pages of the telephone directory; want ads

LESSON CAPSULE

First have the students browse through the Yellow Pages from the telephone directory, occupational reference guides, and want ads from newspapers. Discuss ways in which the references are organized. Are occupations listed alphabetically? Are they grouped into clusters or "families"? In what other ways might occupations be classified?

As students share ideas about different means of categorizing occupations, record their ideas on the board. Then select one of their suggestions and develop a "test" situation similar to the following.

Divide the class into groups. Discuss the "test" categories—perhaps starting with *professional, skilled, semiskilled,* and *unskilled* occupations. Have the class identify a few occupations that fit each category. Then challenge the groups to use any resources at hand and compete to develop as long a list of careers in each category as possible.

When the groups have completed this exercise, have them combine the lists and create a chart. You might duplicate and distribute the chart so that each individual can plot a profile of one or more jobs that might appeal to him. Discuss the uses of such charts in career counseling, career decision-making, industrial analysis of jobs, and so forth.

After students complete their interest profiles, they might divide into the common-interest groups to discuss, compare, and contrast the personal qualifications and capabilities inherent in each occupation they have selected.

Upon the completion of the first segment of the activity, suggest that they repeat the procedure, using another set of categories. For example, the classifications might include *goods, services, location, income, creativity, schooling, opportunity for social contact, opportunity for independence, risk-taking, confinement,* and *freedom.* After the class has been divided into groups and has competed for the longest list, compare their first lists with their later ones. Undoubtedly, professional, skilled, semiskilled, and unskilled occupations will be scattered across other categories. For instance, a professional ecologist and an unskilled laborer both work primarily out-of-doors. A professional lawyer and an unskilled custodian both work indoprs, and so forth. Again develop a chart, have the students plot profiles of one or more jobs that might appeal to them, and have them compare and contrast the qualifications and preparation for each career.

Occupations might also be classified as to whether they essentially involve ideas, things, or people; whether they are basically mental, social, manual, or artistic; whether they involve lifting and carrying, climbing and stooping, talking well, seeing well, variety and change, stress, and similar factors.

In addition to developing charts, students might compile job-family booklets. In these booklets, each job-family group description should enumerate the characteristics common to the jobs that are included.

As a culminating activity, you might divide the class into teams for a game. First call out a classification or a series of them and have each team write down as many careers as possible that fit into the category. Keep score. The team that comes up with the most careers fitting the category wins the game.

OBSERVATIONS

This activity is adapted from programs carried out at the State Department of Instructional Services, Cheyenne, Wyoming; Mid-Hudson Career Development and Information Center, Beacon, New York; Career Development Summer Workshop, Oregon Consolidated Schools, Wisconsin; Lakeshore Technical Institute, Sheboygan, Wisconsin; World of Work Project, Bismarck, North Dakota; the Area Schools of Robbinsdale, Minnesota; Division of Instructional Services, Racine, Wisconsin; and the Memphis City Schools, Memphis, Tennessee.

By going through the process of classifying careers in several different ways, the students discovered that many factors influence career choice and were able to pin down more specifically their particular interests.

FINANCIAL FACTS OF LIFE

CONCEPTS

Every individual can have a meaningful, rewarding career.

Every person is an individual, with different abilities, interests, needs, values.

Every individual develops a personal "style," which he can fulfill in a career with a similar "style."

People pursue careers for many reasons.

A person may be suited for several different careers.

Every career requires some special preparation.

The choice of a career usually involves a compromise between greater and lesser needs.

PERFORMANCE OBJECTIVE

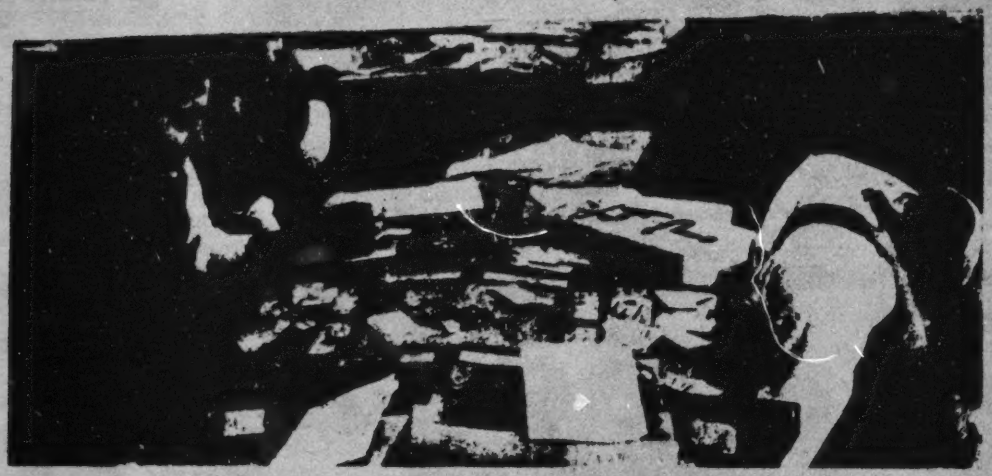
The student will be able to evaluate several potential career choices in terms of the standard of living he or she would like to attain.

MATERIALS

Reference books, career kits, audiovisual materials

LESSON CAPSULE

Have students mentally project themselves ten or fifteen years into the future and write a brief description of what they think their



life-style might be. If necessary, write a list of guide words on the board for consideration. *For example:*

Married or single
Own or rent home (apartment, trailer)
Children
Furniture
Car
Clothes
Vacation
Recreation and entertainment
Insurance
Savings

When the life-style projections are complete, have each student select four careers to research in terms of income, location of work, future employment opportunities, and other conditions that might influence his or her personal life (education, chances of promotion, status, and so forth). Two of the occupations should be careers the student is considering seriously. One should be a related career. One should be a career the student never has thought about before.

Finally, help the students develop budgets based on their desired life-style and on each of the careers they investigated. In addition to life-style considerations, students should also include estimates of income and property taxes, utilities, repairs, office and equipment costs (if in business for themselves), emergency funds, birthday and holiday gifts, education costs, job level and income after ten years of experience.

When the budgets are completed, divide the class into small groups of no more than five students each to compare their ideas of life-styles, job markets, budgets, and career problems. Also have each group work with individual members who came out with too much month at the end of his or her money. Guide them in suggesting solutions (adjusting the budget, moonlighting, sending the marriage partner out to work, and so on).

OBSERVATIONS

For many students, budgeting is a meaningless concept. The money they earn and spend while still living at home does not drastically affect their life-style. By projecting into the future and attempting to match careers with life-style goals, students are able to test the impact of independence and decision-making without bearing the consequences of their actions.

Contributed by Rudy Steidl, Bismarck High School, North Dakota, and by Jude T. Sorapuru, Richard A. Theodore, and William G. Young of George Washington Carver Senior High School, New Orleans, Louisiana

Appendix I

AFTER GRADUATION...

CONCEPTS

People pursue careers for many reasons.
Every career requires some special preparation.
Career preparation must follow a plan.
The choice of a career usually involves a compromise between greater and lesser needs.

PERFORMANCE OBJECTIVE

The student will be able to present comprehensive data on local employment opportunities for high school graduates.

MATERIALS

Reference books on occupations

LESSON CAPSULE

To increase students' awareness of the numerous employment, training, and educational opportunities available upon graduation from high school and to bring students more closely in contact with the decision-making processes others have gone through, suggest that the class find out what has happened to a number of recent graduates from their school.

To begin the exploration, you might first develop a list of graduates with whom students are personally acquainted and who might be available for interviews later in the study. In class discussion, explore the work activities of the individuals chosen. Suggest that, during the discussion, students make notes about the kinds of information they would like to obtain from later surveys, interviews, and questionnaires.

Break the class into planning committees. Have each group develop a tentative survey sheet to aid the investigation. Then have the groups present their plans to the class and explain the organization and the selection of questions. The class might select one of the surveys for everyone to use or develop a new one that is a composite of all the sheets that were submitted. An outline of one possible survey form is given below.

Survey of Graduates

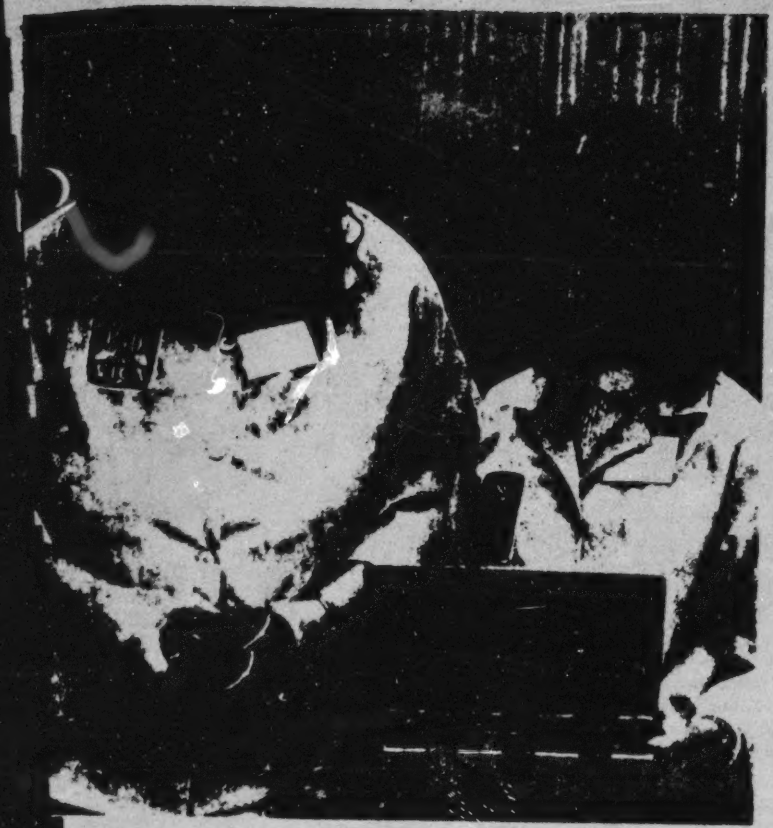
Name_____

Year of Graduation_____

High School "Major"_____

If you presently have a job—

1. What is the title?
2. What work tasks do you perform?
3. What is the work environment like?
4. What kinds of qualifications (physical, intellectual, emotional, legal) are requisites for this job?
5. What kinds of preparation did you need in order to get the job?
6. What further education or training do you need and where can this be obtained?
7. How available is this kind of job—locally, regionally, nationally?
8. What are the advantages and disadvantages of this occupation?
9. How did you decide to enter this occupation? What alternatives were you considering?



10 How long do you predict you will stay in this field of work?

If you presently are continuing your education—

1 Where are you going to school?
2 Why did you select this institution?
3 In what program of study are you involved?
4 For what kinds of occupations will this training or education prepare you?
5 How long will it take to complete your program?
6 How much does this program cost?
7 How will you go about finding a job when this program is completed?
8 Where would you like to live and work? Why?
9 Probably, following high school graduation, you could have gone to work immediately. Why did you elect to continue your education instead of entering the job market? What factors strongly influenced your decision?

If you presently are unemployed and not continuing education or training—

1 How long have you been out of school?
2 Have you held a job or continued your education at any time since graduation?
3 What factors or circumstances led to your present life-style?
4 What are your plans for the future?
5 What are you doing toward meeting these goals?

If you have the names and present addresses of other members of your graduating class, please list below. We would very much like to interview them and extend this survey as far as possible.

When the final survey questionnaire is complete, have students devise a research plan. Some students might interview, by phone or in person, the individuals identified in the pre-survey discussion. Others might write letters and send questionnaires to graduates (care of parents or guardians if addresses are unknown).

An interested group of students might study a variety of statistics about high school graduates and develop graphs and charts indicating national trends—percentage of unemployed, percentage entering college, percentage drafted or volunteering for military service, percentage elected or appointed to public offices, and so forth. Then, when the class survey is complete, similar charts and graphs might be developed about the graduate sample studied. These might then be compared with the national "picture."

Survey data may be compiled in various ways to form resource tools. A group of students might compile a set of occupation

Appendix 110

TEACHING ACTIVITIES ON CAREER EXPLORATION IN THE FIELD OF MAGAZINE PUBLICATION

By
Ann Watts
Ontario Junior High
Language Arts 9

COURSE GOALS

1. Research and report on one area of work connected with the publishing field.
2. The student will make his own magazine. (any subject of interest to him)
3. Students will read weekly in one or several periodicals.
4. Student will fill out several types of application forms and write a critique of himself for job aplication forms.

GENERAL COURSE CONTENT

1. Reading
2. Letter Writing
3. Punctuation
4. Capitilization
5. Spelling
6. Writing Paragraphs
7. Cartooning
8. Research
9. Proofreading
10. Applying for jobs-filling out forms
11. Writing of fiction and non-fiction
12. Revising written work
13. Vocabulary
14. Magazine cover-art work
15. Skimming

LEARNING ACTIVITIES

1. Writing Practice
2. Reading (magazines)
3. Library Visitations- Use of research methods
4. Analysis of magazine articles, pictures, ads, layout ect.
5. Guest Speakers-- Local paper, advertising department personel, printers, book publishers, ect.
6. Films- careers in publishing
7. Individual projects by the students.
8. Field trips
9. Discussion
10. Use of Text Books
11. Tapes-on careers

OBJECTIVES

1. To give the student an opportunity to explore the career possibilities in the field of journalism and magazine publications.
2. To develop reading skill through the use of periodicals.
3. To strengthen basic skills in writing.
4. Give the student an experience in creative expression. (develop his own magazine)
5. To develop skill in the use of the library through research.

ANTICIPATED LEARNER OUTCOMES

1. The student will complete a project of his own. It will be a magazine in the field of his choice. It will include the following:

    a. A cover-designed by the student

    b. Advertisement-samples of at least 5 ads. One must be original.

    c. At least one fiction story written by the student in legible form- no specified length- with minor errors of paragraphs, spelling, punctuation, and capitilization.

    d. Two non-fiction articles written by the student with minor errors in paragraphs, spelling, and punctuation.

    e. Pictures or drawings to illustrate each article or story.

    f. Five cartoons

    g. Two of the following:

        Letters to the editor (correct letter form)
        Travel suggestions
        Book or movie reviews
        Crossword puzzles or other interest materials
        Editorials

2. The student will demonstrate the ability to read and understand one or more of the periodicals available to him. This can be evaluated by quizs, summaries, oral reports, and other methods.

Anticipated Learner Outcomes Continued--

3. The student will be able to write a 350 word research report on one career in the area of magazine publishing with minor paragraph errors, two spelling errors, four capitilization and punctuation errors. This report will include a bibliography. The following is a list of possible choices the student might make:

- Art Director
- Editor
- Assistant Editor
- Copy Writer
- Reader Research
- Publisher
- Photography Expert
- Advertising Director
- Sales Manager
- Manuscript Editor
- Writer
- Production Manager
- Special Events Director
- Type Setter
- Press Repairman
- Printer
- Supply Department Worker
- Secretary in Journalism Field
- Proofreader
- Legal work concerning publications

Specialists in the following:

- Business News
- Religion
- Travel Writing
- Art, Music, Drama, T.V., Movies, Books
- Museums
- Science
- Medicine
- Education
- Photography
- Agriculture
- Politics
- Gardens and Home Decorating
- Hobbies
- Leasure Time Activities
- Fashions
- Cooking, Child Care ect.
- Sports
- Outdoor Life

Anticipated Learner Outcomes Cont---

4. The student will practice filling out job application forms which will include a critique of himself. Emphasis will be on neatness. The student will become familiar with job interviews and possible questions they might be ask.

ANTICIPATED LEARNER OUTCOME	CLASSROOM ACTIVITIES
Number 1- The student will write a magazine.	Written Part of Magazine Student are to survey a number of magazines and make a dicision as to the type they are interested in developing. Examples might be sport, youth, fashion, literary, special interest, news, ect. Using the subject area the student choose they will write a descriptive paragraph of 100 words or longer. Student is to write an expository paragraph. Give the students an exercise in finding main ideas and details in a paragraph. (Good source is pp. 70-72 third edition BE A BETTER READER III, Nila Banton Smith, Prentice-Hall, Inc. 1970) Write a paragraph explaining how to do something that could be done in the classroom. Have students exchange papers and follow each others directions. Example-tieing a shoe. Evaluate the completeness of the directions given. After sufficient time on paragraphs has been spent students should try writing a descriptive article using vivid adjectives and adverbs, precise nouns and verbs to give a clear picture of the thing he is describing. Theme: What do you want life to be like when you are twenty-five? Occupation, avocation, family, ect. (see appendix for form) Spend some class time on proofreading of written work. Have students proofread each others work. Review rules of capitilization and punctuation. Give students some practice in rewriting paragraphs so that they contain sentences of various lengths.

Guest Speaker-Proofreader for a daily paper.

Students will need some time on narrative writing so they will be prepared to write a story. Give classroom activities in selection of events, organization, details, and use of dialogue.

Given a summary, ask the students to turn it into a story. Stress that the reader needs to see the action, characters and the setting. Also stress the need to know the feelings and opinions of the characters.

Write an informal essay showing how a particular event or person influenced their life. The influence may have caused the student to change in some way. He should begin with an introductory paragraph and then give background information on what he was like before this experience. Illustrate how he has changed by giving examples and incidents. The last paragraph should be a summary.

As the final assignment for this part of the magazine the student should develop the fiction and non-fiction portion of their magazine.

PICTURES AND DRAWINGS

The teacher should make the student aware of creative art in the journalistic field. Students then should be given the opportunity to explore the possibilities of using pictures for essays. This is a good time for guest speakers who are familiar with photography or the school art teacher to help with illustrations of cover disigns. Provide them with materials and give the students a chance to be creative.

Students develop a magazine cover for their magazine. They may be pictures which speak for itself, and illustration of some scene, a modern design, or a photograph. Cover should carry date and title.

Guest Speaker--Photographer

Learner Outcomes Cont.	Classroom Activities Cont.
Student to Write a Magazine	<u>Cartoons</u> Divide the class into groups. Each group is to select a particular subject to be presented to the class as a bulletin board display of cartoons. Ask the art teacher to do some simple instructions in drawing people, animals, and objects for cartooning. Make library books available to student on the subject of cartooning and then let them try drawing some of their own related to events around school. Stress that cartoons are a method of communication. Sometime during this period mention of the possibility of careers in cartooning should stressed by the teacher. Offer a small prize for the best cartoon. Students then draw cartoons for their magazines. <u>Advertisement</u> Visit the local paper to see their advertising department. Give students exercise in reading for fact and opinion. (page 55 BE A BETTER READER) Critical reading of propaganda (page 84 BE A BETTER READER) Show slides on advertising. Students work out the advertising for their magazine. <u>Optional Materials in the Magazine</u> Ask the editor of the paper or the local radio station manager to talk to the students about editorials and writing them.

Learner Outcomes Cont.	Classroom Activities Cont.
Student to write a Magazine Cont.	Have the students bring to class travel suggestions, quizs, book or movie reviews and share it with the class. Allow the students class time to work on this portion of the magazine. Provide magazines to use as examples for the students. ------
2. The students will demonstrate the ability to read and understand periodicals.	Give the students practice in finding articles, ads, ect. about jobs and job openings. Have a word scavenger hunt. List for the students 10 worthwhile articles in current magazines they would have use of. List them by name, date, and page. Make a list of words by definition. Pass out the list of articles and definitions and let the students search for the words. Give the first three students who bring in the correct words a reward. Rewards can be anything, extra credit or perhaps even a candy bar. The following is a sample of the clues: A word which means "state of being everywhere at the same time" Give the students one day a week to read periodicals in class. Provide materials but give them a chance to bring their own magazines. During the period allow no one to disturb the student. The only requirement is that each person devote the time to reading. Give students contact with some legal forms concerned with the publishing field. Give them examples of publishers contracts, evaluation forms used in businesses ect.

Anticipated Learner Outcomes	Classroom activities
3. Write a Reasearch Report on a Career in the Area of Publishing a Magazine.	provide guest speakers in an many fields as possible. Page 114 BE A BETTER READER- use of the library. Be able to help the students locate occupational materials in the library, guidance office, and other places in the school and community. Develop a list of community resources to draw upon. Know how and where to write for occupational information. Write business letters requesting information. Give the students the following questions on the Reader's Guide to answer when in the library. 1. Where can you find the contents of a magazine that is indexed? 2. How often is the guide published? 3. What year did the publication of the guide begin? 4. How many magazines are indexed? 5. Name three magazines indexed that are now discontinued? 6. Explain the method of indexing used. 7. List the six parts of each entry. 8. What are the advantages of listing articles under subject headings. 9. How are book reviews indexed? 10. How can you tell whether an articles is illustrated. Give the students spelling lists from occupational words.

Anticipated Learner Outcomes	Classroom Activities
	Take students on a trip to the county library. Before the trip students should make a list of the magazines they will neeed using the schools Reader's Guide. Write a report on an occupation connected with the publishing field. Include a bibliography, duties of the job, working conditions, salary range, education, and reasons the job may be appealing to the student.
4. Students practice on job application forms and job interviews.	Gather job application forms from a number of local business firms and have the students practice filling out several types. Do some practice in penmanship where necessary. Stress the importance of neatness in job application. In teams of two students interview each other and evaluate each others responses (see appendix for form) Write letters thanking speakers. Using the state of Oregon JOB FINDING TRAINING KIT, students are to write a resume'.

EVALUATION

The grades will be determined by---

1. Testing

2. Student Writing

3. Evaluation of project-(see appendix for form)

4. Participation in learning activities during class periods.

APPENDIX

SCORE CARD

Possible Points		Points
10	Cover Name easily read, appropriate, date, neatness	_____
10	Illustrations Appropriate to contents, original, captioned where required, neatness, credits given	_____
10	Stories good quality, plot, character development, originality	_____
10	Essays good style, appeal to interest of reader	_____
5	Editorials Use of problems or current public issues of interest	_____
5	Interviews good characterization, interesting subject	_____
5	Book, play, movie, ect. reviews complete data of title, author, composer, producer included; clear expression of opinion and evaluation of content and presentation; actual reading of book or seeing of play obvious	_____
5	Crossword puzzles, word games, contests, ect. originality of idea and appeal, carefully placed solution	_____
10	Humor Use of original material, amusing, absence of gossip	_____
10	Layout effect and page appearance, good arrangement	_____
10	General appeal	_____
10	Extra Materials materials not on required list	_____

CAREER LETTER SCRAMBLE

Below you are given some letters. Make as many different occupations as you can think of that can be made from those letters. Once a letter is formed you can use the letters again to make a new word but you cannot make a word if there are not enough original letters to form the work.

Example "X-ray technician" can not be included since there is no "x".

Here are the letters:

A A B C C L E E F G G H I J K L L M N O O P P Q R R S S S T T U V W Y

This quiz is taken from G.I.T. Teaching Guide, issued from school district 4J Eugene Oregon

QUESTIONS FOR STUDENT USE OF INTERVIEW PREPARATION

Experience

What was my job title?
What did I do?
Why was I hired?
What do I do best? Why?
What did I dislike? Why?
What value did the experience have for the job I seek?
Why did I quit?

Education

Schools attended
Courses taken, degrees, ect.
Subjects liked best
Best marks
Scholarships, honors
Extra-curricular activities, especially in publicstions, drama, debate, ect.
Clubs, social activities
Leadership activities

Personal Factors

How have I lived?
Where have I lived?
What about my family?
What about my present status?

Special Skills

Foreign Language
Hand Writing Ability
Shorthand
Typing
Travel
Professional Acquaintances
Uneful Hobbies, Specialities

Material for these question came from Henrietta Winkler and Ruth Flores of the New York State Employment Service, page 146, YOUR FUTURE IN HOURNALISM, by Arville Schaleben, Richards Rosen Press, Inc., New York, New York.

1. Advance Copy--- Copy of a speech given to a newspaper before the speech is made, so that type can be made and set and the story ready to print in the next edition.

2. Agate Line-Used to measure advertising, one agate line is 1/14 of an inch deep and 1 column wide.

3. Banner Head- A headline that stretches across full width of the page, also called streamer or ribbon.

4. Bleed- Usually refers to illustrations in magazines (or in a newspaper magazine section) when printed beyond the normal type margins of the page.

5. Body- Main part of the story-follows heads and leads.

6. Boil Down- To rewrite copy so as to tell the same facts in less words.

7. Bold Face- Type of a wider stroke, hence blacker than standard type in the same face.

8. Cap- Upper case-capital letters.

9. Catch Line- Abbreviated version of the title of a manuscript usually typed on all pages following the first.

10. Display Type- Fancy, unusual or just large type. Used primarily in advertising.

11. Dummy- Sheet the size of the page on which all is laid out in position for men who make ads, illustrations and editorial matter.

12. Editorial- Printed opinions or comment reflecting magazines view or civic, controversial, or national affairs.

13. Fillers- Those little bits of interesting information dropped in to fill out a column.

14. Kill- To throw away story or type. As opposed to "hold" which means the story may be run at a later date.

15. Lead- first few sentences of a story.

16. Revise- Making considerable changes in a story after it is written.

17. Subheads- Small headlines inserted at different points within a story.

STANDARD PROOFREADER"S SYMBOLS

⊥	push down space	¶	make paragraph
↻	turn over	no ¶	no paragraph
ℓ	take out	tr.	transpose
∧	insert at this point	Cap	change to a capital letter
✓	space evenly	lc	lower-case letter
#	insert space between words	ital	italic
⌣	less space	Rom	Roman letter
⊂	close up entirely	bf	bold face type
⊙	insert period	X	defective letter
⋀	insert comma	[	move to left
⊙	insert colon	]	move to right
;/	insert semicolon	//	align type
'/	insert apostrophe	stet	let it stand
"/	inset quotation		inset space between lines
///	insert hyphen	≻	straighten lines

Tapes available through SUTOE program

T-99 Advertising and You

T-94 Printing and Engraving

T-115 Draftsman and Newspaper Reporter

T-148 Advertising

THEME ASSIGNMENT

Assignment: Pretend that you are 25 years old. Describe your life as it is now, in 1984 or 198?.

Possible questions to cover in your assignment-

Name a job you might be doing. If you don't know pick something you might like to be doing and describe it. Tell what you will be doing on the job. What kind of people will you be working with? What do you like about your work? Dislike? Are you tired when you get home? When do you get home? What did you have to do to prepare yourself for this job? What is your income? What kind of worker are you? Be realistic as far as possible. If, for example, you don'g know a salary look it up in the library.

Include some of your personal ambitions. Where do you live? What is your home like? Children? Wife or husband? How do you want your children raised? Is your home quiet and well ordered or loud and relaxed? What are your friends like? What do you do when you are not at work? Do you belong to many organizations? Do you attend meetings often? If, so what kind? Do you like art music, books, ect. What television programs do you watch?

Include your beliefs. What do you believe in as a person? What is the worst problem the world is facing? What should be done? What are you prepared to do to help? Remember when you are 25 the problems may be different than they are today. What will they be?

In conclusion, list several things that are helping you to get what you want for yourself at age 25. If you are not on your way, why not? What things are you doing that are keeping you from getting what you want. What can you do about them?

TEXT BOOKS

The main source will be current magazines.

Writing practice materials come from-COMPOSITION: MODELS AND EXERCISES-9
Diane A. Wilbur Harcourt and Brace, New York, 1966

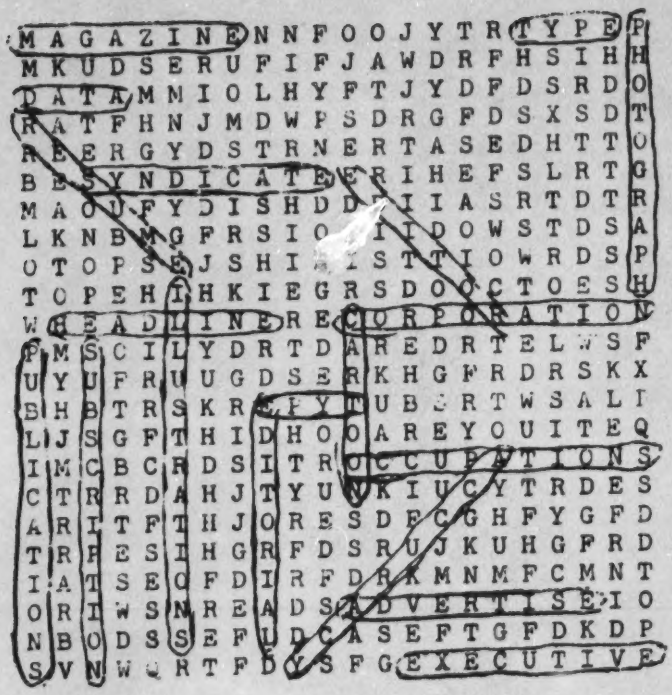
Exercises come from BE A BETTER READER, Nila Smith, Prentice-Hall
Englewood Cliffs, N.J.

Exercises for review of punctuation and other grammar as needed by the teacher are from WORKBOOK AND HANDBOOK THE BUILDING BETTER ENGLISH BOOK 9
Harper and Row, Evanston Ill.
This book furnishes both pretests and final test on punctuation and capitilization.

JOB FINDING TRAINING KIT, State or Oregon Employment Service. This book is available from the state employment service with no charge. Let them know in advance if you need multiple copies.

M A G A Z I N E N N F O O J Y T R T Y P E P
M K U D S E R U F I F J A W D R F H S I H H
D A T A M M I O L H Y F T J Y D F D S R D O
R A T F H N J M D W P S D R G F D S X S D T
R E E R G Y D S T R N E R T A S E D H T T O
B E S Y N D I C A T E E R I H E F S L R T G
M A O U F Y D I S H D D D I I A S R T D T R
L K N B M G F R S I O S I I D O W S T D S A
O T O P S E J S H I H I S T T I O W R D S P
T O P E H I H K I E G R S D O O C T O E S H
W H E A D L I N E R E C O R P O R A T I O N
P M S O I L Y D R T D A R E D R T E L W S F
U Y U F R U U G D S E R K H G F R D R S K X
B H B T R S K R E P Y T U B S R T W S A L P
L J S G F T H I D H O O A R E Y O U I T E Q
I M C B C R D S I T R O C C U P A T I O N S
C T R R D A H J T Y U N K I U C Y T R D E S
A R I T F T H J O R E S D F C G H J Y G F D
T R P E S I H G R F D S R U J K U H G F R D
I A T S E O F D I R F D R K M N M F C M N T
O R I W S N R E A D S A D V E R T I S E I O
N B O D S S E F L D C A S E F T G F D K D P
S V N W Q R T F D Y S F G E X E C U T I V E

Magazine
Publication
Occupations
Data
Subscription
Advertise
Resume
Illustrations
Executive
Type
Editorials
Editor
Photograph
Accuracy
Corporation
Cartoon
Type
Headline
Syndicate


MAGAZINE
DATA
HEADLINE
SYNDICATE
TYPE
CORPORATION
PUBLICATIONS
EXECUTIVE

ORDER FORM

CAREER MATERIALS

available from the Education Council

These brochures can serve as aids in career and recruitment programs sponsored in junior and senior high schools and colleges

	Cost	Quantity
Careers in Graphic Communications	10¢ each (single copy free)	_____
Technical Schools, Colleges & Universities offering courses in Graphic Communications	Free	_____
National Scholarship Program of the Printing and Publishing Industry (Application on back cover)	Free	_____
National Scholarship Program of the Printing and Publishing Industry - Poster	Free	_____
Answers to Some Questions About Careers in Graphic Communications	5¢ each (single copy free)	_____
Is Graphic Arts the Career for You?	5¢ each (single copy free)	_____
Speeches - drafts of graphic communications speeches for junior and senior high school	Free	_____
Graphic Communications - We Used to Call It Printing, (16mm film, order from GATF or DuPont)	Free	_____

TOTAL COST _____

(Type or Print)

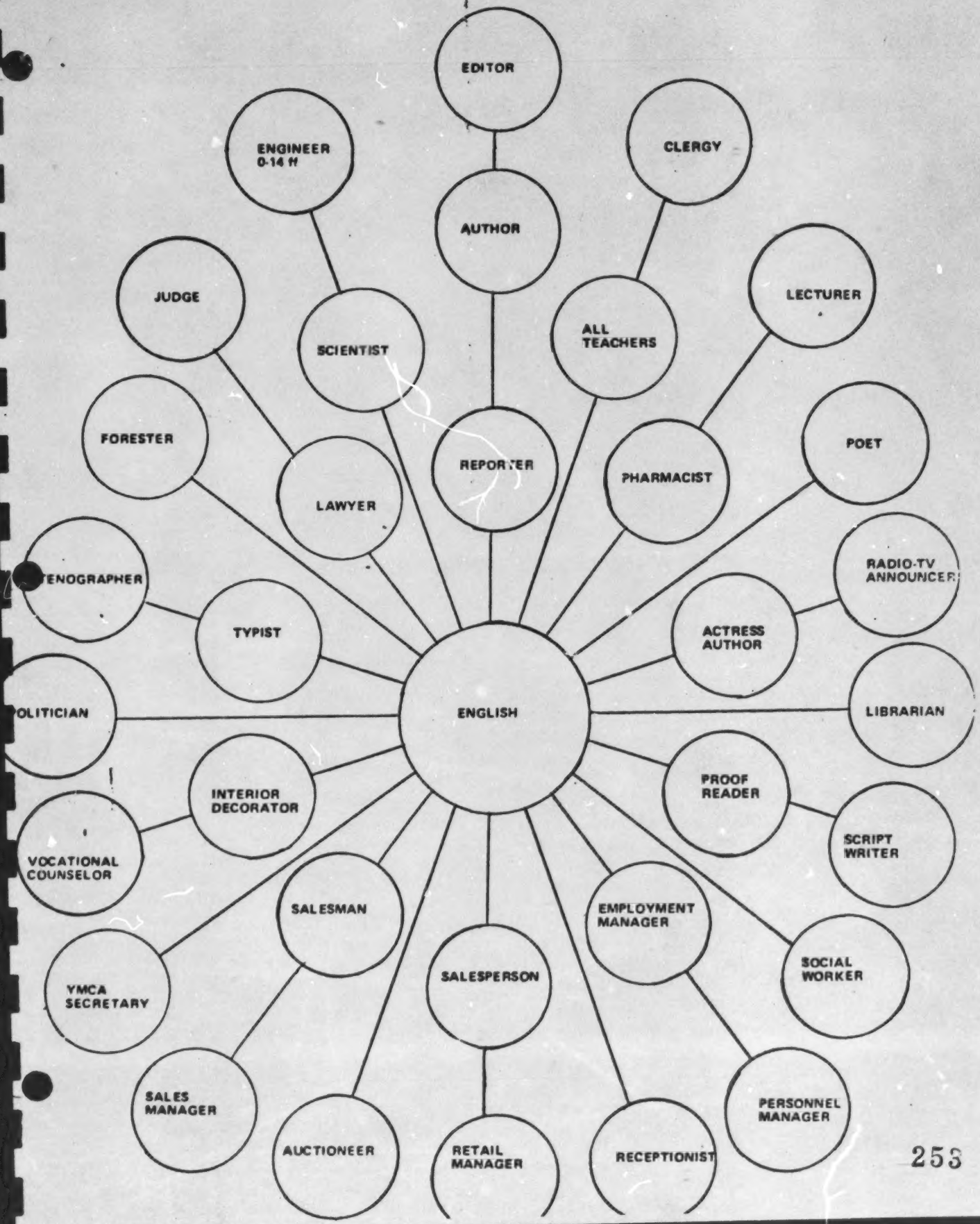
Ship to: _____

Address _____

City _____ State _____ Zip _____

Education Council of the Graphic Arts Industry
4615 Forbes Avenue - Pittsburgh, Pennsylvania 15213

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN ENGLISH



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3. Careers and Opportunities in Journalism, Ira Freeman and Beatrice Freeman, E.P. Dullen and Co., New York, 1966

4. The Literary Magazine, Allyne Holland and Robert Holland, Richards Rosen Press, 1970

5. Find a Career in Journalism, by Thomas Parsons, G.P. Putnam's Sons, New York, 1959

6. So You Want to Go into Journalism, by Leonard Ryan and Bernard Ryan, Jr., Harper & Row, New York, 1963

7. Your Future in Journalism, Orville Schaleben, Richard Rosen Press, New York 10, N.Y., 1961

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10. The Student Journalist and Making Advertising Pay for School Publicatio., Glen Wright, Richard Rosen Press, New York, 1968

Pamphlets

1. Job Finding Training Kit, State of Oregon, Employment Division, Oregon State Employment Service

2. Merchandising Your Job Talents, State of Oregon, Employment Division, Oregon State Employment Service

3. Careers in the Publishing Field, Career Research Monographs, The Institute for Research, 1973

Appendix III

Name of School _____

Respondent's Grade Level _____

Date _____

JOB OPPORTUNITIES AND YOUTH

A Pre-course Survey

of

Student Perceptions

INTRODUCTION

This questionnaire is designed to identify your perceptions of what you have experienced and what you might like to do in the way of career exploration. This is not an examination or test in the usual sense, because there are no right or wrong answers, and we are not asking for your signature. Your perceptions of strengths and needs, and your suggestions for improving education should help to made education even better for those who will follow you. Thanks for letting us look briefly through your eyes.

Instructions: Check "Yes" or "No" for each question, and add a comment or explanation whenever possible.

1. Would job training be more helpful to your career choice than going to college? (Check One):

   A. Yes _____

   B. No _____

   C. Haven't chosen a career _____

   Comment: _____

   _____

2. Do you have to have a social security number in order to work?

   A. Yes _____

   B. No _____

3. Do you have a social security number?

   A. Yes _____

   B. No _____

4. Do you have to have a work permit in order to work?

   A. Yes _____

   B. No _____

5. Do you have a work permit?

   A. Yes _____

   B. No _____

6. Check the three most important reasons why people work.

   A. For personal satisfaction _____
   B. For something to do _____
   C. To help others _____
   D. To earn money _____
   E. To meet new people _____
   F. For pleasure _____
   G. For social status _____
   H. To get experience _____

7. Does everyone need to have a hobby or learn how to use leisure time? (Check One):

A. Yes _____

B. No _____

C. Don't Know _____

Explain: _____

_____

_____

8. How much is the total per year cost (board and room, tuition, fees, books) to attend the following colleges?

A. Community _____

B. State _____

C. Private _____

9. Will you be able to go to college if you want to? (Check One):

A. Yes _____

B. No _____

C. Don't Know _____

Explain: _____

_____

_____

If a husband and wife have two children about how much money does the family need per year to live adequately?

A. $5,000 - $8,000 _____

B. $9,000 - $11,000 _____

C. $12,000 - $14,000 _____

D. $15,000 - $17,000 _____

E. $18,000 - $20,000 _____

F. $21,000 & Above _____

career that you might want to enter when you finish school?

A. Yes _____

B. No _____

Comment: _____

_____

_____

12. Are you eager to go to work earning money?

A. Yes _____

B. No _____

Explain: _____

_____

_____

13. Which are you best adapted to working with? (Check One):

A. People _____

B. Things _____

C. Ideas _____

D. All _____

E. Don't Know _____

14. What would you like to be doing four years from now? (Check One):

A. Going to school _____ (Where: _____)

B. Working _____ (Kind of Job: _____)

C. Don't Know _____

15. [illegible]there times, or will there be times when you will <u>have</u> to have a job? [illegible]ck One):

A. Yes _____

B. No _____

C. Don't Know _____

Explain: _____

_____

_____

A. Yes _____

B. No _____

17. Do you know what jobs or careers are best suited to your aptitude, achievement and interests? (Check One):

A. Yes _____

B. No _____

Explain: _____

_____

_____

18 Do you feel more individual guidance would be helpful to you in deciding upon a career?

A. Yes _____

B. No _____

Comment: _____

_____

_____

Will you choose high school courses to enable you to obtain a job or to attend a college or to do both? (Check One):

A. Obtain a job _____

B. Attend college _____

C. Both _____

Explain: _____

_____

_____

[illegible] important for you to decide upon a career right now?

A. Yes _____

B. No _____

Comment: _____

_____

_____

21. During a job interview, which of the following should you ask about?
NOTE: If you check E or F; do not check A, B, C, or D.

A. Working hours _____
B. Salary _____
C. Benefits _____
D. Job duties _____
E. All of the above _____
F. None of the above _____
G. Others (Name) _____

22. Check all those which have had major influence on your career plans:

A. Your parents _____
B. Teachers _____
C. Hobbies _____
D. Desire for security _____
E. Personal interests _____
F. Others (Name) _____

23. What is most important to you in selecting a job? (Check One):

A. Money _____
B. Working conditions _____
C. Personal satisfaction _____
D. Other (Name) _____

Explanation: _____

_____

_____

24. At what grade level do you believe a student should decide upon a career?

A. K-6 _____
B. 7-9 _____
C. 10-12 _____
D. Junior or community college _____
E. University _____

25. Name three people or agencies who might be able to help you find a job:

A. _____
B. _____
C. _____

26. List 5 characteristics or traits that you think may be desirable in an employee:

A. _____ D. _____

B. _____ E. _____

C. _____

27. List 3 jobs in the community you would like to have and briefly explain why.

	Job	Why
A.	_____	_____
B.	_____	_____
C.	_____	_____

28. List 2 jobs that you would <u>not</u> like to have and tell why.

	Job	Reason
A.	_____	_____
B.	_____	_____

EXEMPTION

Type or print full name	Social security number
Home address (Number and street or rural route)	City or town, State and ZIP code

Marital status—check one (If married but legally separated, or spouse is a nonresident alien, check "Single"): ☐ Single ☐ Married

If you expect to owe more tax than will be withheld, you may either claim fewer or zero exemptions or ask for additional withholding on line 8.

1 Personal exemption for yourself. Write "1" if claimed . . . . . .

2 If married, personal exemption for your wife (or husband) if not separately claimed by her (or him). Write "1" if claimed . . . . . .

3 Special withholding allowance.[1] (See instruction 2.) Write "1" if claimed . . . . . .

4 Exemptions for age and blindness (applicable only to you and your wife but not to dependents):

(a) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write "1"; if both will be 65 or older, and you claim both of these exemptions, write "2" . . . . . .

(b) If you or your wife are blind and you claim this exemption, write "1"; if both are blind, and you claim both exemptions, write "2" . . . . . .

5 Exemptions for dependents. (Do not claim an exemption for a dependent unless you are qualified under instruction 5.) . . . . . .

6 Additional withholding allowances for itemized deductions. See table on reverse . . . . . .

7 Add the exemptions and allowances (if any) which you have claimed above and enter total . . . . . ☐

8 Additional withholding per pay period under agreement with employer . . . . . $

Under the penalties of perjury, I certify that the number of withholding exemptions and allowances claimed on this certificate does not exceed the number to which I am entitled.

(Date) ..... 19..... (Signed) .....

(Instructions may be detached after form is completed.)

Reminder to:

Employee.—If you had no tax liability last year and anticipate none for this year, you may be exempt from income tax withholding by filing Form W–4E with your employer.

Employer.—If you believe the employee claimed too many exemptions, advise your District Director.

Instructions

1. Number of Exemptions.—You may claim all the exemptions and allowances to which you are entitled. However, you may not claim the same exemptions and allowances with more than one employer at the same time. That is, if you are employed by more than one employer, you must allocate the total number of exemptions and allowances to which you are entitled on the separate Forms W–4 filed with each employer.

Similarly, if you and your wife (or husband) are both employed, you and she (or he) must allocate the total number of exemptions and allowances to which you both are entitled.

Nonresident aliens other than residents of Canada, Mexico, or Puerto Rico may claim only one personal exemption.

2. Special Withholding Allowance.—Each single person, and each married person whose spouse is not also employed, is entitled to one "special withholding allowance." This allowance may not be claimed by either husband or wife when both are employed or by any employee who has two or more concurrent jobs.

3. Itemized Deductions.—If you itemize your deductions and do not have large non-wage income, the amount of tax withheld may exceed your tax liability at year end. For this reason see the table on the back to determine if you are entitled to claim additional withholding allowances based on your estimated itemized deductions. Caution: If your estimated deductions are less than the amount shown in the "0" column of the table, you can generally avoid having too little tax withheld by claiming one fewer withholding exemption or allowance for each $750 by which your estimated deductions fall short of the amount in the "0" column.

4. Changes in Exemptions or Allowances.—You may file a new W–4 at any time if the number of your exemptions increases.

You must file a new W–4 within 10 days if the number of exemptions you previously claimed decreases. Examples of situations in which the number of your exemptions would decrease are as follows:

(a) You and your wife (or husband) for whom you have been claiming an exemption are divorced or legally separated.

(b) Your wife (or husband) for whom you have been claiming an exemption claims her (or his) own exemption on a separate certificate.

(c) You no longer expect to furnish more than half the support for the year of a dependent for whom you have been claiming an exemption.

(d) You find that a dependent for whom you claimed an exemption will receive $750 or more of income of his own during the year (except your child who is a student or who will be under 19 years of age at the end of the year).

(e) You have been claiming additional withholding allowances for estimated itemized deductions from Part II—married employees (when spouse is not employed)—and when your spouse begins employment, you find that a smaller number of additional withholding allowances is authorized under Part III—married employees (when both spouses are employed).

The death of a spouse or a dependent does not affect your withholding until the next year, but requires the filing of a new W–4. If possible, file a new W–4 by December 1 of the year in which the death occurs. If you qualify as a surviving spouse with dependent child (children), you may claim "married" status (see check box at top of form) for the two years following the year of death of your spouse.

5. Dependents.—Each dependent claimed on line 5 must meet all of the following tests:

(a) Income.—Will receive less than $750 income. (If the child[2] will be under 19 at the end of the year or is a full-time student, this limitation does not apply.)

(b) Support.—Will receive more than half of his support from you (from husband or wife if a joint return is filed).

(c) Married Dependents.—Dependent will not file a joint return with husband or wife.

(d) Nationality.—Be either a citizen or resident of the U.S. or a resident of Canada, Mexico, the Republic of Panama or the Canal Zone; or be an alien child adopted by and living with a U.S. citizen abroad.

(e) Relationship.—(1) Be related to you as follows:

Child[2]	Stepbrother	Son-in-law
Stepchild	Stepsister	Daughter-in-law
Mother	Stepmother	The following if related by blood—
Father	Stepfather	
Grandparent	Mother-in-law	Uncle
Brother	Father-in-law	Aunt
Sister	Brother-in-law	Nephew
Grandchild	Sister-in-law	Niece

or, (2) be a member of your household and have your home as his principal residence for the entire taxable year.

[1] This is the "standard deduction allowance" under the tax law. It may be claimed whether the employee plans to claim the standard deduction or to itemize deductions on his tax return.

[2] Includes a child or stepchild who is a member of your household if placed with you by an authorized placement agency for legal adoption or a foster child who is a member of your household for the entire year.

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Table for Determining Number of Withholding Allowances Based on Itemized Deductions (Line 6 of Form W-4)

If you expect to itemize deductions for the current year, you may be entitled to claim additional withholding allowances (line 6) and thus avoid having too much tax withheld. Your employer will treat each such allowance as a withholding exemption. The amount of itemized deductions for the current year cannot exceed the amount of itemized deductions (or standard deduction) claimed on your return for the preceding year (or 2nd preceding year if you have not yet filed your return for the preceding year), plus additional determinable deductible amounts.

These additional allowances will remain in effect until you file a new W-4 with your employer. For detailed information on allowable itemized deductions, see Form 1040 instructions.

HOW TO USE THE TABLE

1. Find the line in the table that includes your estimated salary and wage amount and that shows your status as either a single employee (Part I), a married employee whose spouse is not employed (Part II), or a married employee whose spouse is also employed (Part III). Also, use Part III if you are an employee who is holding more than one job concurrently.

2. Read across that line until you find the column that includes the amount of your estimated itemized deductions.

3. Note the number of allowances shown at the top of the column. This is the maximum number of additional withholding allowances you may claim on line 6.

Married Couples.—If you and your wife are both employed and file a joint return, determine your withholding allowances based on your combined wages and deductions. If you file a joint return and your spouse is not employed, use Part II. If you are filing a joint return and both are employed, use Part III to determine the total number of withholding allowances to which you are jointly entitled (you may allocate such withholding allowances between yourselves). However, if in your last filing you filed separate returns, and if you expect to file separately this year, each of you must make your determination on the basis of your own wages and deductions and determine the number of withholding allowances for each from Part III.

Estimated salaries and wages	Number of additional withholding allowances for the amount of itemized deductions shown in the appropriate column (See Line 6 on other side)													
	0	1		2		3		4		5		6*	
PART I: SINGLE EMPLOYEES														
	Under	At least	But less than	At least	But less than	At least	But less than	At least	But less than	At least	But less than	At least	But less than
Under $8,000	$1,700	$1,700	$2,450	$2,450	$3,200	$3,200	$3,950	$3,950	$4,700	$4,700	$5,450	$5,450	$6,200
8,000–10,000	1,800	1,800	2,550	2,550	3,300	3,300	4,050	4,050	4,800	4,800	5,550	5,550	6,300
10,000–12,000	2,200	2,200	2,950	2,950	3,700	3,700	4,450	4,450	5,200	5,200	5,950	5,950	6,700
12,000–25,000	2,400	2,400	3,150	3,150	3,900	3,900	4,650	4,650	5,400	5,400	6,150	6,150	6,900
25,000–30,000	2,900	2,900	3,650	3,650	4,400	4,400	5,150	5,150	5,900	5,900	6,650	6,650	7,400
30,000–35,000	3,800	3,800	4,550	4,550	5,300	5,300	6,050	6,050	6,800	6,800	7,550	7,550	8,300
35,000–40,000	4,900	4,900	5,650	5,650	6,400	6,400	7,150	7,150	7,900	7,900	8,650	8,650	9,400
40,000–45,000	6,400	6,400	7,150	7,150	7,900	7,900	8,650	8,650	9,400	9,400	10,150	10,150	10,900
45,000–50,000**	7,900	7,900	8,650	8,650	9,400	9,400	10,150	10,150	10,900	10,900	11,650	11,650	12,400
PART II: MARRIED EMPLOYEES (WHEN SPOUSE IS NOT EMPLOYED)														
Under $8,000	1,700	1,700	2,450	2,450	3,200	3,200	3,950	3,950	4,700	4,700	5,450	5,450	6,200
8,000–10,000	1,800	1,800	2,550	2,550	3,300	3,300	4,050	4,050	4,800	4,800	5,550	5,550	6,300
10,000–12,000	2,200	2,200	2,950	2,950	3,700	3,700	4,450	4,450	5,200	5,200	5,950	5,950	6,700
12,000–35,000	2,400	2,400	3,150	3,150	3,900	3,900	4,650	4,650	5,400	5,400	6,150	6,150	6,900
35,000–40,000	2,700	2,700	3,450	3,450	4,200	4,200	4,950	4,950	5,700	5,700	6,450	6,450	7,200
40,000–45,000	3,500	3,500	4,250	4,250	5,000	5,000	5,750	5,750	6,500	6,500	7,250	7,250	8,000
45,000–50,000**	4,500	4,500	5,250	5,250	6,000	6,000	6,750	6,750	7,500	7,500	8,250	8,250	9,000
PART III: MARRIED EMPLOYEES (WHEN BOTH SPOUSES ARE EMPLOYED), and other employees who are holding more than one job														
Under $8,000	1,700	1,700	2,450	2,450	3,200	3,200	3,950	3,950	4,700	4,700	5,450	5,450	6,200
8,000–10,000	2,000	2,000	2,750	2,750	3,500	3,500	4,250	4,250	5,000	5,000	5,750	5,750	6,500
10,000–15,000	2,700	2,700	3,450	3,450	4,200	4,200	4,950	4,950	5,700	5,700	6,450	6,450	7,200
15,000–20,000	3,300	3,300	4,050	4,050	4,800	4,800	5,550	5,550	6,300	6,300	7,050	7,050	7,800
20,000–25,000	4,000	4,000	4,750	4,750	5,500	5,500	6,250	6,250	7,000	7,000	7,750	7,750	8,500
25,000–30,000	4,900	4,900	5,650	5,650	6,400	6,400	7,150	7,150	7,900	7,900	8,650	8,650	9,400
30,000–35,000	5,900	5,900	6,650	6,650	7,400	7,400	8,150	8,150	8,900	8,900	9,650	9,650	10,400
35,000–40,000	6,900	6,900	7,650	7,650	8,400	8,400	9,150	9,150	9,900	9,900	10,650	10,650	11,400
40,000–45,000	7,900	7,900	8,650	8,650	9,400	9,400	10,150	10,150	10,900	10,900	11,650	11,650	12,400
45,000–50,000**	9,100	9,100	9,850	9,850	10,600	10,600	11,350	11,350	12,100	12,100	12,850	12,850	13,600

*7 or More Allowances: If your itemized deductions exceed the amount shown in Column 6 (above), you may claim 6 allowances plus one more for each $750 or fraction thereof of itemized deductions in excess of the amounts shown in Column 6 for your salary and wage bracket.

**When annual salary or wage exceeds $50,000, "0" column amounts may be determined as follows: for single employees (Part I)—19% of their annual salary; for married employees whose spouse is not employed (Part II)—13% of their annual salary; and for married employees when both spouses are employed and other employees who are holding more than one job (Part III)—22% of their combined annual salary. An additional withholding allowance may be claimed for each $750 or fraction thereof by which itemized deductions exceed the "0" column amount determined in this manner.

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Appendix 114

CHECK LIST OF STEPS FOR FIELD TRIPS TO ECONOMIC ENTERPRISES

by

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****

STEP ONE

Make appointment with appropriate individual at enterprise to discuss the feasibility and arrangements for field trip for purposes of economic education. The following questions would be considered:

1. What kinds of information and experiences are available from the field trip?

2. What date -- day of the week -- and time would be best? What alternatives are there?

3. What total group could be accommodated best? Adequately? Would sub-grouping be advisable? If so, what size or composition would be best?

4. How much travel is involved to reach enterprise? What kind of transportation facility advisable and available (bus, cars)? Approximate cost

5. What alternatives are there for amount of time used to visit and analyze enterprise? What alternative schedules are there for the day?

6. How much physical activity would be involved in taking the field trip? Alternatives What clothing would be most appropriate?

7. What arrangements and facilities would be needed for food for the group Alternatives?

8. Are there any screening requirements for members of the group, such as security clearance, health, age? If so, how is this accomplished?

9. Is there any preparatory study recommended? Are there materials or personnel available to assist in this?

10. Are there any restrictions during the field trip such as photography, questioning, tape recording?

STEP TWO

Assuming the field trip is feasible, hold conference with individuals of enterprise who are likely to have major responsibilities throughout the field trip (those who would be qualified to accompany visiting group and answer such questions as those on the Field Trip Guide Questionnaire).

1. Acquaint them with names, positions, background, and broad interests of members of group taking the field trip.

2. Provide them with the kinds of information and experiences which the members of the group hope to gain from the field trip (distribute copies of the Field Trip Guide Questionnaire).

3. Secure reactions and suggestions on the schedule, procedures, or content planned for the field trip.

4. Develop schedule for the field trip cooperatively, including specifics of time, place, personnel, procedure and content for all parts.

5. Clarify understanding of all questions raised in Step One above or any questions there may be about the group taking the field trip.

TEP THREE

Hold Planning Conference with group taking the field trip. The following would be done:

1. Discuss the major purposes of the field trip (information about enterprise, experiences at enterprise, experience in taking field trip, benefits of mutual acquaintanceship between employees of enterprise and educators, developing patterns for continuing cooperation and support).

2. Acquaint them with the preliminary conference that was held with the enterprise personnel.

3. Discuss the areas of knowledge and specific questions which can be investigated during the field trip (distribute copies of the Field Trip Guide Questionnaire).

4. Discuss the schedule that has been arranged for the field trip (travel, visitation, meals).

5. Discuss the grouping which is to be followed and arrange for group leaders (appointed or elected).

6. Discuss the sharing of responsibilities in carrying out the entire field trip -- transportation; raising questions during the field trip (drawn from Field Trip Guide); expressions of appreciation; preparing written summaries; presenting oral reports; taking pictures.

7. Discuss the possibilities for capitalizing on educational opportunities during trip to and from the enterprise.

STEP FOUR

Take the field trip doing the following:

1. Assemble group and coordinate travel plans to reach site of enterprise; provide each person with name of person in charge of field trip at enterprise and the time and place for assembling at enterprise.

2. Provide each participant with the following: name tag; schedule for the field trip; set of questions to be raised by total group and/or sub-groups; listing of key personnel of enterprise involved in field trip.

3. During field trip, cooperate with enterprise in having pictures taken and/or take own pictures.

4. Raise questions throughout the field trip (from Field Trip Guide).

5. Extend oral appreciation to hosts upon departure.

STEP FIVE

Recapitulate and Share Field Trip Information and Experience by doing the following:

1. Set up session for oral reporting by individuals and groups.

2. Develop total written report from separate reports turned in by individuals or groups.

3. Send letter or letters of appreciation to personnel of enterprise.

4. Develop scrapbook of field trip, including written report and pictures.